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TRIBAL LIBRARY PROCEDURES MANUAL

TRAILS

Training and Assistance for Indian Library Services
School of Library and Information Studies
The University of Oklahoma
Norman, Oklahoma

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ABSTRACT

This manual resulted from a 2-year project to improve, develop, and expand public library and information services to American Indians and Alaska Natives. Designed to serve as a guide for tribal and community librarians who may lack professional training, the manual offers descriptions of library services, procedures, and management issues. An introduction discusses the role of the tribal library and additional roles as cultural, archival, and record management centers. Chapters 2-5 describe assessing library/information needs, placing the library in tribal organizational structures, resolutions to establish libraries, funding sources, and role of the library board. Discussion of specific services and procedures includes advice on site selection and floor plans, guidelines/procedures for selection, ordering, receiving, repairing and weeding library collections, simple instructions for cataloging, card production and catalog maintenance. Chapter 6 presents a review of public service functions/activities in reference, circulation, children's and adult services, and archival services. Chapter 7, on library administration, reviews planning, goal setting, policies, staff manuals, volunteers, budgeting, records/statistics, inventory, library hours, public relations, library cooperation, and automation. Appendices include a copy of the tribal needs assessment instrument, a sample selection policy, the public relations guide, and lists of 8 selection aids, and 14 library suppliers/jobbers. Also appended are a list of 208 basic titles (a starter list) for a tribal library collection, and a list of state library agencies. A bibliography lists 41 references. (LFL)

TRAILS

Training and Assistance for Indian Library Services
School of Library and Information Studies
The University of Oklahoma
Norman, Oklahoma

Lotsee Patterson
Program Director

September 10, 1985 - January 10, 1987

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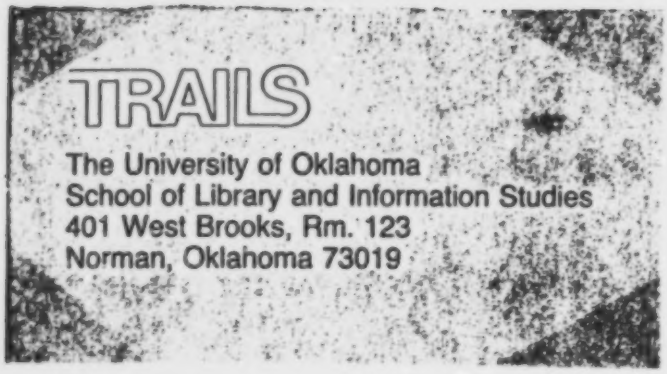

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TRIBAL LIBRARY

ADMINISTRATIVE PROCEDURES MANUAL

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PREFACE

In 1984 the U.S. Congress passed and President Reagan signed a revision and extension of the Library Services and Construction Act. It included, for the first time, a title to provide assistance to eligible Indian tribes to develop and improve public library services to Indians living on or near reservations. The first grants under this new LSCA Title IV, administered by the U.S. Department of Education's Library Programs Staff, were awarded in 1985.

Aware that this new program would generate a need for advice and assistance, the Department issued a request for a proposal to provide guidance and direction to Native American tribes to improve, develop and expand public library and information services to Native Americans. A contract to provide this assistance was awarded to the University of Oklahoma's School of Library and Information Studies for a 14 month period, September 10, 1985 - November 10, 1986. The contract was later extended to January 10, 1987.

This manual has been developed as part of the contractual activities. It is designed to serve as a guide for tribal and Alaskan native librarians. It can and should be adapted and changed to suit individual libraries.

Throughout the manual, Tribe has been used as a generic word to include not only Tribes, but also Eskimos, Aleuts, and other Alaskan Natives, Pueblos, Missions, Nations, Bands, Rancherias and any other name by which Native American groups are known.

Books and pamphlets listed in the bibliography are excellent sources of reference and should be consulted for additional information.

--Lotsee Patterson
Program Director, TRAILS
December, 1986

CHAPTER 1
INTRODUCTION

A growing number of tribal libraries are becoming an integral part of tribal operations and the fundamental role they play in tribal programs is becoming evident. While many of them face continuing problems of limited resources, staff training and adequate facilities, they continue to expand.

The basic elements of a tribal library are very much the same as any public library. They both contain a collection of material, organized for use by all members of the community, in a space or facility set aside for that purpose and managed by personnel with specialized skills.

Traditional roles performed by most public and tribal libraries are:

1. Recreational Reading and Vieving Center - Provides materials of high interest to community members of all ages.

2. Children's and Young Adult Center - Provides materials and services that encourage reading for pleasure.

3. Community Information Agency - Provides information through its reference collection and other sources.

4. Community Activities Center - Provides activities and services in cooperation with other community agencies and organizations and serves as a meeting place for groups.

5. Independent Learning Center - Provides materials and services to individuals to support their educational and self-improvement interests.

6. Research Center - Provides in-depth information in selected subject areas.

Tribal libraries may also function as a cultural center, an archives or in the role of the records management program for the tribal government. Added activities may include those designed to preserve the history and culture of the tribe. Special attention may be given to storage and retrieval of tribal documents needed by tribal legal representatives.

Each library is unique, however, and collections, services and programs should be designed to fit the needs of the tribe it serves.

Since many tribes do not have professional librarians on their staff this manual has been designed to provide guidance in managing library procedures. The information provided here has been simplified and library staff using it are urged to consult additional resources listed in the bibliography.

CHAPTER 2
STARTING A TRIBAL LIBRARY

To initiate and develop a good tribal library is a serious undertaking and requires a great deal of planning as well as specialized knowledge. Before beginning, a number of questions need to be answered such as what financial and human resources can the tribe commit to the library? What space is available for this purpose and is it centrally located? Can the tribe maintain and continue to support the library after it is established? Will it be combined with other tribal departments such as a tribal archives or museum? Will it also serve as the tribe's records management program?

ASSESSING LIBRARY/INFORMATION NEEDS

Once tribal administrators have answered these questions, they may want to conduct an information needs assessment. An information needs assessment will help determine what tribal members perceive their needs and interests are.
Since an informational need is a problem or question recognized by an individual for which either information or services is needed, a formal assessment of these needs will enable the library to provide more useful service. A sample informational needs assessment instrument is provided in Appendix A of this manual.

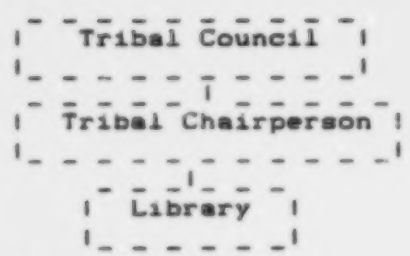
An analysis of the responses to a needs assessment will enable the tribe to: identify and list the informational needs of the tribal members; rank them in order of importance; set goals and objectives to meet determined needs; select and acquire appropriate material and design library services to address the stated needs.

THE LIBRARY IN THE TRIBAL STRUCTURE

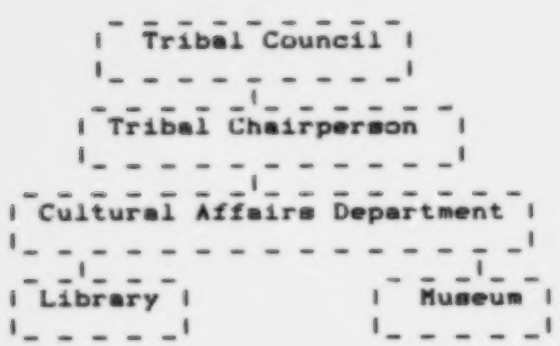
One of the initial decisions which must be made is where in the organizational structure of the tribe the library should be placed. Many tribes place it directly under the tribal manager, others in the education department and some under social services. Placement of the library in the tribal structure can vary but the basic purpose of the library which is to provide service to all tribal members should be kept in mind.

Some examples of organizational placement are given in Figure 1.

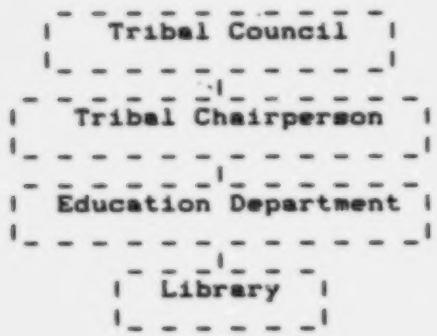
Example 1



Example 2



Example 3:



Example 4

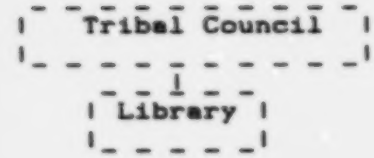


FIGURE 1. Examples of Library Placement Within a Tribal Structure.

It is recommended that the tribal council pass a formal resolution establishing the library. Following is a sample resolution.

BEST COPY AVAILABLE

RESOLUTION OF THE
SYCAMORE TRIBAL COUNCIL

Establishing the Sycamore Tribal Library

WHEREAS:

1. The Sycamore Tribal Council is empovered to establish programs and services to serve the people of the Sycamore Tribe; and

2. The Sycamore Tribal Council has determined that the people of the Sycamore Tribe require programs and services which meet their cultural, educational, informational and recreational needs; and

3. The Sycamore Tribal Council has determined that an effective and efficient means to provide cultural, educational, informational and recreational services is through the establishment of a tribal library program.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Sycamore Tribal Council hereby establishes the Sycamore Tribal Library.

2. The Sycamore Tribal Council hereby directs the Tribal administrator to take whatever action is necessary to initiate the Tribal Library Program.

3. The Sycamore Tribal Council requires the presentation of a formal plan of operation for the Tribal Library to the Tribal Council within one year of the enactment of this resolution.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Sycamore Tribal Council at a duly called meeting at (city), (state) at which a quorum was present and that same was passed by a vote of _____ in favor and _____ opposed, this (day) of (month), (year).

Chairperson

FUNDING THE LIBRARY

The tribal library should have a dependable source of funding from which to operate. It should not, if at all possible, operate from "soft money". That is, money which is

available only for a limited period of time, as with some grant monies. The reason for this is obvious: if reneved grant funds are not available, the people are left with no service because the public library will have to close. Stable funding, such as an annual appropriation from the tribal government, is preferred. This supplemented with LSCA Title IV grants and other funds as they are available will ensure at least minimal library services.

Other sources of funds from outside the tribes are sometimes available. They include:

1. County or local appropriation - Some counties and large public library systems offer budgetary appropriations for public library services throughout their service area. Tribes do not always have access to these funds but it is an option which should be examined.

2. State appropriation - Inquiries should be made to the state library agency to determine tribal eligibility for state funds.

3. Library Services and Construction Act (LSCA) - Funding for library services is available through LSCA on a year-to-year basis. Title IV was implemented in fiscal year 1985 for Indian library services. This funding, which includes both Basic and Special grants, is available to tribes directly from the U.S. Department of Education, but applications must be submitted by the tribe each year. Funding from other LSCA titles is available through state libraries, and tribes are usually eligible for these monies as well.

4. Other Federal Government Sources - Money for library services and development is available from a variety of other government agencies including the National Endowment for the Humanities, Johnson O'Malley (JOM) and the National Historical Publications and Records Commission. Tribes must comply with the criteria for eligibility and guidelines as established by each agency.

5. Private Institutions - Private institutions such as foundations or corporations often provide funding for worthwhile activities. A foundation directory or a particular company's public relations office should be consulted for more details.

THE LIBRARY BOARD

Library boards are established for most public libraries in the United States. They are official bodies consisting of several individuals having some authority for the governing of the library. Members are either elected, appointed or selected by some established procedure. The procedure to be followed should be delineated in a tribal resolution such as the one below.

RESOLUTION OF THE
SYCAMORE TRIBAL COUNCIL

Establishing the Sycamore Tribal Library Board

WHEREAS:

1. The Sycamore Tribal Council established the Sycamore Tribal Library.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Sycamore Tribal Library shall be governed by a Library Board consisting of 5 members selected from members of the community by the chairperson of the Sycamore Tribal Council.

2. Said Board members shall serve terms as follows: one member appointed for one-year; two members for two years; and two members for three years. Upon the expiration of the initial terms all subsequent members shall be appointed for three year terms. Appointments made to fill vacancies occurring during a term shall serve until the term expires. All terms shall end on September 30 of the designated year.

3. All Library Board members shall serve without compensation.

4. Any Board member may be removed by the appointing authority for misconduct, failure to attend board meetings, and/or neglect of duty.

5. Within the first two months of the initial and subsequent appointments library board members shall elect one of themselves as chairperson and any other officers they deem necessary.

6. The library board shall adopt any other laws, rules and regulations for the operation of the library board and for the government of the library as may be necessary and are in compliance with this resolution, the laws of the Sycamore Tribe, and the approved plan of operation for the library.

7. The library board shall recommend the appointment of a librarian to the Chairman of the Sycamore Tribe with the employment of the librarian to be consistent with tribal personnel policies and procedures.

8. The library board shall submit an annual report including financial and statistical information to the Chairman for each fiscal year.

9. The library board may accept or decline gifts and grants for the library and may seek non-profit status for same.

10. The Board shall request funds by means of an annual budget and the Sycamore Tribal Council shall appropriate monies annually to operate the library.

11. A financial audit of the library shall be performed annually and the results presented to the board.

12. All other Tribal law in conflict with this resolution shall not apply to the operation of the Library and Library Board.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Sycamore Tribal Council at a duly called meeting at (city), (state) at which a quorum was present and that same was passed by a vote of _____ in favor and _____ opposed, this (day) of (month), (year).

Chairman

Library boards fall into two main types: advisory and administrative. The major difference is:

1. Administrative Boards employ the Librarian and determine and approve library policies.

2. Advisory Boards make recommendations to the governing body concerning the employment of a Librarian and the approval of library policies.

Organizational placement of the library should be analyzed before deciding which board best meets tribal needs. In some cases the Tribal Council may serve as the board. Membership on the Board should be kept at an odd number (5, 7, 9); should not be too large in number; and should serve staggered terms so that there will always be experienced representation on the Board.

Duties of the Library Board vary with the authority given it. Among the most common duties are:

1. Employ or recommend for employment a competent and qualified librarian.

2. Adopt or recommend for adoption written policies to govern

the library's operation.

3. Determine the library's purpose.

4. Know the library needs and interests of the community.

5. Locate and secure funds for the library.

6. Establish, support and participate in a public relations program.

7. Assist in the preparation of the annual budget and submit the budget request to the governing body.

8. Know laws affecting the library program.

9. Report regularly to governing officials and the community.

Once members of the library board have been selected, their duties and responsibilities should be reviewed by:

1. Informing them of their duties and responsibilities.

2. Revieving the library's history with them.

3. Revieving with them the library's finances.

4. Providing them: a copy of the current budget; a current organization chart; a list of personnel; a copy of current policies, goals and objectives, a copy of agendas and minutes from previous board meetings; a copy of local and other relevant laws, rules and regulations; and a copy of the library's plan of operation.

5. Giving them a tour of the library and introducing them to library personnel.

6. Providing them with information sessions on such topics as intellectual freedom, book selection and processing, information services and other such topics as would be of value to them in performing their duties.

The Library Board should meet regularly, at least monthly, and operate according to an established agenda. The Board Chairperson and the librarian should work closely with each other in developing an agenda. The following steps are suggested in establishing an agenda.

1. Establish the time and date for the next meeting.

2. Reviev the minutes from the past board meeting.

3. Determine which unfinished or old business needs to be discussed.

4. Determine if any new written or oral communication needs to be discussed.

5. Determine if an executive (non-public) session is needed.

6. Identify committee or sub-committee reports to be made.

7. Develop, type and distribute the agenda one week ahead of the board meeting.

A sample agenda follows.

Sycamore Library Board

Meeting Place: _____ Date: _____ Time: _____

1. Call to order
2. Reading of minutes of previous meeting and action on same.
3. Board correspondence and communication.
4. Librarian's report.
5. Financial report.
6. Report(s) of standing committee(s).
7. Report(s) of special committee(s).
8. Unfinished business
9. New business
10. Other business
11. Adjournment

CHAPTER 3
THE LIBRARY FACILITY

The appearance and organization of the library facility can greatly affect the community's perception of the library and its programs; the ease or difficulty the library staff will have in operating its programs and services; and the ability of the community to use library programs and services. The library facility should meet the library's goals and objectives and the needs of the community. It should be designed for economic operation and maintenance, flexibility in use, easy access and with sufficient space.

The selection of the library site is critical to the success of the library program. The facility should be placed where the largest percentage of the tribal community passes in the conduct of their everyday life and in the vicinity of other tribal facilities. Other considerations include:

(1) The site should be large enough to allow for parking and if applicable, future expansion of the facility.

(2) Existing utility services (water, electric, sewer) should be readily available.

(3) Be easily accessible to the handicapped.

(4) Placed in an environmentally sound location, that is factors as flooding, wind direction, and sun angle should be considered.

The next consideration should be the size of the facility. needed. There is no simple formula to use in determining the amount of space needed. But, a standard of seven square feet per capita has been used as a recommended figure. Generally, the size of the library depends upon the use.

Specific areas to be considered in planning for space allocation include:

(1) Entrance and lobby
(2) Multi-purpose room
(3) Restroom(s)
(4) Card Catalog
(5) Circulation
(6) Reference
(7) Current periodicals
(8) Microform
(9) Book shelves
(10) Reading and study
(11) Conference rooms
(12) Children's section
(13) Administration, including an office for the librarian.

(14) Technical services
(15) Shipping and receiving
(16) Staff lounge
(17) Janitor's closet
(18) Special rooms (typing, listening, etc.)
(19) Audio-visual
(20) Other areas (archives, records, government documents, etc.)
(21) Area for any special activities that are anticipated on a regular basis

The actual needs of the community should be revieved in making decisions about hov much space is needed. Some state libraries have consultants who can provide guidance in facility planning. The Bibliography of this manual cites two publications on the planning of library buildings.

A planning team could be formed if a new facility is to be built. It can include a representative of the BIA, an architect, a representative of the state library and the librarian. The planning team could also be used to evaluate and/or reorganize an existing library facility.

CHAPTER 4
DEVELOPING THE LIBRARY COLLECTION

Developing the library collection includes the activities of evaluating, selecting, acquiring and weeding materials.

SELECTING LIBRARY MATERIALS

Selection is the process of deciding which materials should be acquired for the library's collection. Library materials may include books, magazines, newspapers, audio and video tapes, films, pamphlets, reports, photographs, sound recordings, etc.

Selection is the responsibility of the librarian who selects material in accordance with a written, board approved policy. A written policy will aid the librarian in selecting material that is consistent with the purpose of the library. It serves as not only a guide for the librarian but also to inform others as to the nature of the collection and the procedures used in selection.

The selection policy must be consistent with the general mission, goals and objectives of the library and based on community needs. The selection policy could contain statements which:

1) Describe the library's mission, goals and objectives.
2) Detail who has the responsibility and authority to select materials.
3) State the guidelines and procedures for selecting materials.
4) Detail the selection tools to be used such as Booklist, Library Journal, Publishers Weekly and others.
5) Identify materials that will not be selected (school textbooks for example).
6) State under what conditions gifts will be accepted.
7) Describe matterials that will be discarded (worn-out materials, outdated materials, etc.).
8) Indicate the type of special materials, i.e., tribal, cultural materials will be collected.
9) Give the steps to be taken in handling complaints.

Consideration should also be given to adopting the Library Bill of Rights adopted by the American Library Association. It may be included in the selection policy. A sample selection policy is found in Appendix B.

The selection policy provides general guidelines for the selection of materials to be included in the library's collection. The actual selection of materials begins by knowing what is already in the collection. Working with patrons the librarian learns what subjects they're interested in and what types of materials they want. The librarian tries to provide this material by consulting selection tools for items to be ordered.

Two highly recommended sources useful for selecting current material are: Booklist and Library Journal. These two professional journals along with some others are listed and described in Appendix C.

To prepare on order using selection aids the following steps can be taken:

1) Make choices from the selections aids.
2) Initial the items in the selection aid that are to be ordered.
3) Check the initialed items against the library catalog and the on-order file and delete any duplicates.

It is also recommended that a file be maintained of materials that are wanted but cannot be purchased at the time. This will allow quick response to the availability of unexpected funds and facilitate the normal ordering process.

If the selected material comes from a source other than a selection aid make sure that it meets the library's need and has received a favorable review or been recommended by a reputable source. In summary, some suggestions for material selection are:

1) Select materials based on the needs and interests of the community.
2) Select materials from approved lists or by using selection aids.
3) Purchase materials from reputable jobbers to receive good service and maximum discount.

ORDERING

Library materials can be ordered from a variety of sources including: the local bookstore; individual publishers; and a jobber (wholesaler).

It is possible that all three of these sources will be used for purchasing items. For example, purchasing from a local bookstore is a good method of handling rush or special orders, but generally does not result in high discounts. Some publishers only sell directly to the customer (instead of through a jobber). This is particularly true of some reference books such as encyclopedias. Purchasing through a jobber is the best method of ordering most materials as they give significant discounts. It is best to contact their customer service department before placing an order to discuss discounts, the method of placing the order, payment of postage and other matters related to ordering. A partial list of library jobbers and suppliers is given in Appendix D.

A multi-copy order form may be used for ordering or some other form recommended by the jobber may be preferred. A multi-

copy order form is a pre-printed form, usually 3" x 5" which produces through the use of carbonless copy several forms, usually 3, from one typing. One form would be kept in the order file; one sent to the vendor; and one could be used to order catalog card sets. Multi-copy order forms can be purchased from library suppliers. Whether multi-copy order forms are used or not, you need to keep an order file to keep track of orders. All orders should be numbered in order to simplify bookkeeping tasks.

RECEIVING

A carefully planned receiving process needs to be implemented. Suggested steps include:

1) Upon receipt of the shipment locate the packing slip and write the date of receipt on it.
2) Match the items on the packing slip with the contents of the package or box and with your copy of the purchase order.
3) Other things to check at this time are: materials which may be included in the shipment but were not ordered; incorrect editions; imperfect copies.
4) Notify the jobber promptly of any errors in shipment and make arrangements to correct them.
5) Stamp each item to show it is the property of the library. Most libraries have a rubber stamp with their name on it. Use this stamp on the edges and title page of the item received.
6) Pull the order slip from the on-order file.
7) The invoice for payment is often received prior to or following receipt of the actual shipment of materiall. The corrected invoice should be processed for payment.
8) Return the library's copy of the order (requisition) to the pending file if incomplete.

GIFTS

The tribal library will undoubtedly be the recipient of "gifts" from a variety of sources. Some gifts are of value while others are of no use whatsoever. In order to provide consistent handling of gifts the library should adopt a policy regarding them. A statement to that effect is included in the Selection Policy in Appendix B.

Adoption of a standard form for use in accepting gifts should be used. It will show only the number of volumes being donated. No listing will be made nor any value be assigned to the donation. It also contains a place for the donor to sign acknowledging his/her understanding of the library's gift policy. It will include an address of the doner so a thank you letter can be sent.

Gifts and donations can present real problems for libraries. They all too frequently consist of items that are of no practical

use to the library and should be discarded. Paperbacks are often donated to the library and these can be of interest to patrons. One method for handling paperback books (which are not cataloged) is to set up a paperback exchange where patrons can bring in their paperbacks and exchange them for others.

REPAIR

Not all materials in need of repair should be repaired. Consider the following questions before making the decision to repair:

1) Should the material be discarded?
2) Should the material be rebound? Generally, materials should be sent to a professional bindery when: replacement copies cannot be obtained; the subject matter must be immediately available; repairs consume too much time to be economically viable.
3) Is it worth the time and effort to make the repairs? The general rule is that if the repairs cannot be made in 10-15 minutes of staff time it is not economically viable to do so.
4) What will it look like when it is finished? The end product must be suitable for use by the general public.

If the decision is to repair then there are several sources available which give step-by-step instructions on how to do so. Among the sources available are:

1) "Book Preservation and Repair"
   DEMCO
   Box 7488
   Madison, Wisconsin 53707
   (Free of charge)

2) "Modern Simplified Book Repair"
   Brodart Co.
   1609 Memorial Avenue
   Williamsport, Pennsylvania 17705
   (Free of Charge)

3) "Book Repair Manual" by Robert J. Milevski
   Illinois Cooperative Conservation Program
   Morris Library, Southern Illinois University
   Carbondale, Illinois 62901
   ($5.00)

WEEDING

Weeding is the process of discarding or transferring to storage library materials no longer used. As noted previously, the Material Selection policy should contain a section on weeding which gives the guidelines for the process.

Important benefits of weeding include:

1) Saving space and ultimately money by getting rid of unused material which take up valuable space.
2) Locating materials which need to be repaired, replaced or rebound.
3) Improving the overall appearance of the library thus making it more pleasant to use.
4) Helping identify the collection's overall strengths and weaknesses.
5) Allowing the collection to remain up-to-date.

Weeding is an ongoing activity and should be done periodically.

Some guidelines to follow when weeding include:

1) Material which has not circulated in the past 3 to 5 years.
2) Material which is in poor physical condition and/or of poor appearance.
3) Material which is poor in content, for example: having outdated information; containing false information; and is biased and/or stereotyped.
4) Old editions of current titles.
5) Unnecessary duplicates.
6) Unsolicited and unwanted gifts.
7) Periodicals with no indexes.
8) Do not weed materials on: local or tribal history, local authors and/or that which contain texts about local settings.
9) Do not weed those materials considered to be "classics."

When weeding some librarians like to check to see if the book is listed in one of the retrospective selection tools listed below.

1) Children's Catalog
2) Junior High School Library Catalog
3) Senior High School Library Catalog
4) Fiction Catalog
5) Public Library Catalog
6) The Elementary School Library Collection

Because all of these tools contain recommended titles, they serve as a guide in the decision to keep or weed a book.

Some general guidelines for weeding by subject are:

Dewey II	Subject	Guideline
000	Encyclopedias	Replace after 5 years.
100	Philosophy	Keep if being used.
200	Religion	Keep if being used.
300	Social Sciences	Keep materials representing all sides of controversial issues.
310	Almanacs, Yearbooks	Replace annually, if possible.
320	Political Science	Replace old with new editions as available.
330	Economics	Materials on historical aspects keep if used; discard others after 5 years.
340	Law	Replace as new material is available.
350	Public Administration (Government)	Replace old with new material as available. Materials on historical aspects keep if used; discard others after 5 years.
370	Education	Keep historical materials if used; discard others after 10 years.
390	Customs	Keep up-to date.
	Folklore	Keep indefinitely.
	Etiquette	Replace periodically with new editions.
400	Languages	Weed according to use. Keep all material related to the tribe's language.
500	Pure Sciences	Discard after 5 years except for botany, math and natural history and material of historical value.
600	Technology (Applied Sciences)	Discard after 5 years unless of historical value.

700	The Arts	Keep basic materials and well illustrated materials.
800	Literature	Keep classic materials as well as that of the local/ tribal setting or by local authors.
900	General Geography and History	Keep that which meets community needs and is accurate.
910	Travel	Replace with new material as available; discard after 5 years.
	Biography	Retention depends upon subject. Any and all that are are of local people should be kept indefinitely.
	Periodicals/ Newspapers	Keep if locally/tribally produced. Discard others depending on space, use and availability on microfilm.

The general subject guides should be used in accordance with the 9 considerations given earlier in this section and the library's book selection policy.

If material is to be discarded, the following procedures should be implemented.

1) Remove the book card and pocket from the material and put the cards in shelf list order.
2) Remove the shelf list card.
3) Remove or cover-up the call number on the spine and any other area which identifies it as library property and write "DISCARD" in large letters on the title page.
4) Withdraw all cards from the card catalog for the material (for example, author, title, and subjects).
5) Discard the book card, shelf list card and all catalog cards for the material.
6) Discard the material, being sure that all tribal policies regarding the disposal of tribal property are followed.

If discarding only one copy of several, it is not necessary to remove all catalog cards. Rather, remove or cross-out the copy number from the shelf list card.

CHAPTER 5
TECHNICAL SERVICES

Having library materials on a shelf is not sufficient to serve library patrons well. Library materials must be organized in a manner which allows the user to locate materials of interest easily and quickly. This is accomplished through cataloging and classifying the materials.

For most small libraries without a technical services staff, it is highly recommended that books be ordered preprocessed, i.e., already cataloged and classified. Most major vendors/ jobbers provide this service and it is one very good reason to do most of your ordering from one of them. A partial list of vendors is given in Appendix D. Any large public library or the state library can provide additional names and addresses of reputable vendors or jobbers. Catalog cards may be ordered from companies who provide this service for materials already owned or received uncataloged. A partial list of these companies is also provided in Appendix D.

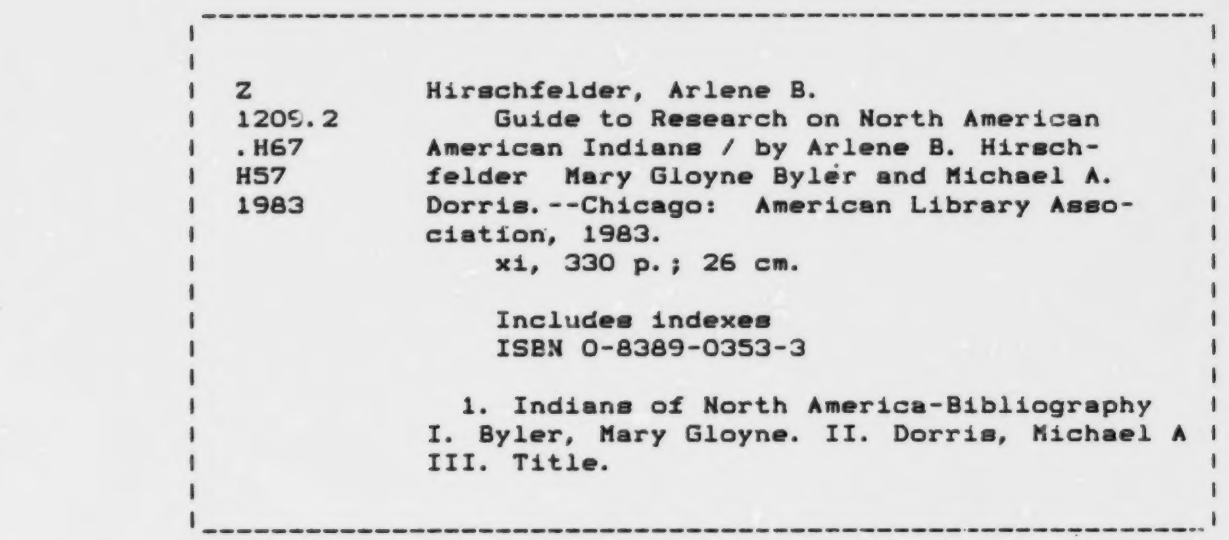
If, however, the tribal librarian chooses to do original cataloging, following are some guidelines that might be useful in performing this task. Before beginning the classifying/ cataloging process, one should separate the library materials in accordance with the groupings of the collection. For instance, the collection may have the following sections: adult, juvenile, reference, and special collections such as tribal materials and/or Native American materials in general. An example of a sorting process is:

1. Separate each of the types of material. Divide them if necessary into fiction and non-fiction.

2. The material should then be classified and cataloged. This consists of:

    1. Assigning a classification number. The two most often used classification systems are Dewey Decimal and Library of Congress. Figure 2 illustrates a call number using the Library of Congress classification system.
    2. Cataloging the library material. This is done in accordance with the rules set forth in Anglo-American Cataloging Rules, Second Edition (Chicago, American Library Association). Figure 2 also illustrates the body of a catalog card prepared in accordance with AACR2.
    3. The library material must then be analyzed to assign subject headings. Subject headings are usually assigned in accordance with the guidelines provided by Library of Congress Subject Headings, 9th edition (New York, H.W. Wilson), or Sears List of Subject Headings, 12th edition. In Figure 2 the catalog card indicates the subject headings in ordinal numbers (1,2,etc.). A catalog card for each of these

entries should also be made. Those items following roman numerals are added entries (joint authors, illustrators, etc.) for which a catalog card should also be made.



Z
1209.2
.H67
H57
1983

Hirschfelder, Arlene B.
Guide to Research on North American American Indians / by Arlene B. Hirschfelder Mary Gloyne Byler and Michael A. Dorris.--Chicago: American Library Association, 1983.
xi, 330 p.; 26 cm.

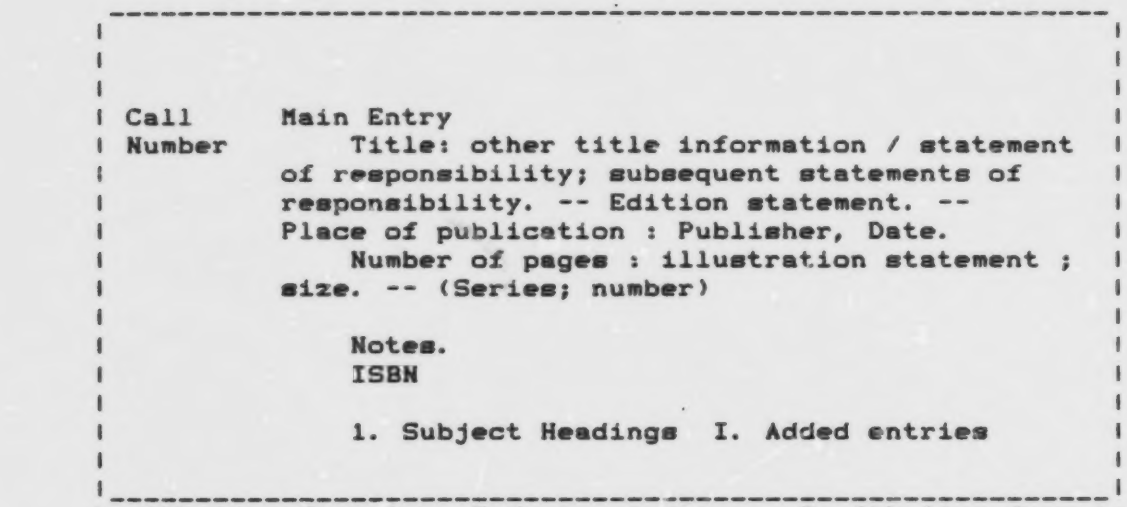
Includes indexes
ISBN 0-8389-0353-3

1. Indians of North America-Bibliography I. Byler, Mary Gloyne. II. Dorris, Michael A III. Title.

Figure 2. Sample Catalog Card.

DESCRIPTIVE CATALOGING

Figures 3, 4 and 5 demonstrate the basic author, title and subject catalog cards with appropriate spacing indicated on Figure 3. The punctuation used is established by AACR2. The main entry is the major access point to the material being cataloged and is usually the author of the work. If there is more than one author list the first one as the main entry (last name first) and put the others as added entries. The title is the chief name for an item. Other title information is usually the subtitle. The statement of responsibility usually contains the author and/or illustrator. Given are the person(s) responsible for the material's contents, corporate bodies issuing the materials, or the persons or bodies responsible for producing the material.


Call Number
Main Entry
Title: other title information / statement of responsibility; subsequent statements of responsibility. -- Edition statement. --
Place of publication : Publisher, Date.
Number of pages : illustration statement ; size. -- (Series; number)
Notes.
ISBN
1. Subject Headings I. Added entries

1. 4th line from top. Indent one space. 2. 4th line from top. Indent 9 spaces. 3. Fifth line from top. Indent 13 spaces.

Figure 3. "Author" or Main Entry Catalog Card with Proper Spacing Indicated.

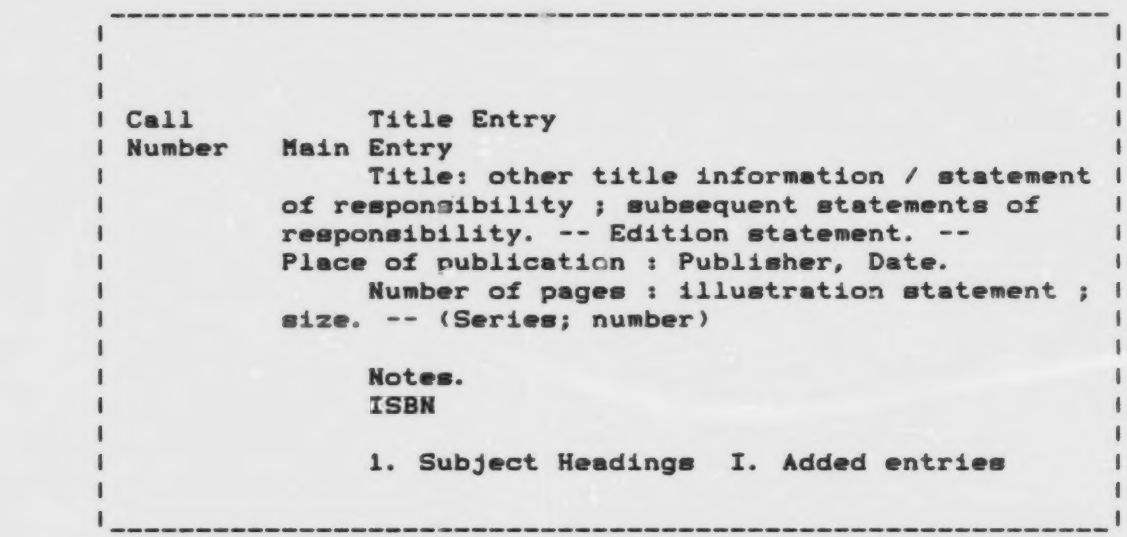

Call Number
Title Entry
Main Entry
Title: other title information / statement of responsibility ; subsequent statements of responsibility. -- Edition statement. --
Place of publication : Publisher, Date.
Number of pages : illustration statement ; size. -- (Series; number)
Notes.
ISBN
1. Subject Headings I. Added entries

Figure 4. Title Card.

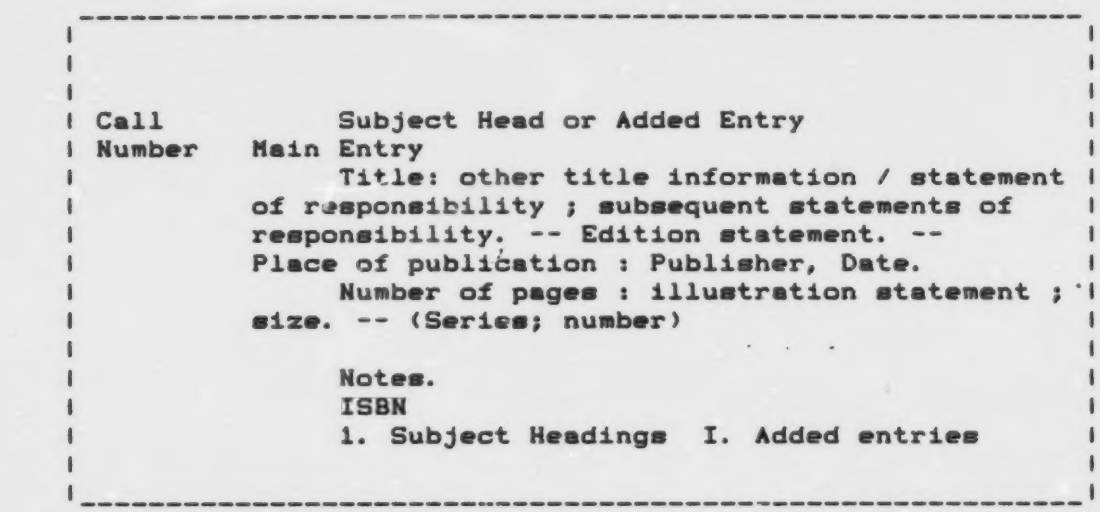

Call
Number
Subject Head or Added Entry
Main Entry
Title: other title information / statement of responsibility ; subsequent statements of responsibility. -- Edition statement. -- Place of publication : Publisher, Date.
Number of pages : illustration statement ; size. -- (Series; number)
Notes.
ISBN
1. Subject Headings I. Added entries

Figure 5. Subject or Added Entry Card.

SUBJECT HEADINGS

A subject heading is a word(s) that indicates the primary subject content of an item and serves as an access point to the information in that item. As many subject headings as are determined necessary may be assigned to each item, although the use of 2 to 3 subject headings is most common. Subject headings are used to give the library user more access points to the information contained in the library.

If catalog cards are being purchased, the subject cards will be provided. If catalog cards are being prepared locally, librarians do have some professional assistance for most books now contain a main entry catalog on the verso (back) of the title page. Staff at the Library of Congress catalog and classify material before it is published. This miniature card is then printed in the book when it is published. It can be duplicated on regular card stock but each librarian will have to adapt subject headings to ones used by their library.

CLASSIFICATION

In assigning a call number, check to see if the material has Cataloging in Publication (CIP) data on the back of the title page. It will have both Dewey and Library of Congress call numbers. Other resources such as Booklist or Standard Catalog for Public Libraries which give cataloging data may be used if they are available. Indexes to the Dewey and Library of Congress classification schedules identify the appropriate classification area. After selecting the classification number, an author identification is added by either using the first 3 letters of the author's last name or by using standardized table such as the

Cutter Three-Figure or Library of Congress cutter numbers. A location number is added, if appropriate, at the beginning of the call number. Examples are: R or Ref for Reference; Fic for Fiction; Ind for Indian.

An example of a call number is:

REF
025.3
W94
1985

REF is a section locator informing the user it may be found in the reference section; 025.3 is the Dewey classification; W94 is the Library of Congress cutter number; and 1985 is the year that the edition was published.

SHELF LIST

A shelf list is a record of items in the library and is another copy of the main entry card. The shelf list is comprised of catalog cards filed by call number. In other words, catalog cards appear in the shelf list in the same order as the materials on the shelf.

The shelf list is maintained primarily as an inventory tool for the librarian. However, some libraries do allow public access to the shelf list in order to assist the public by showing what titles are available in a classification area. There is one card for each title and the librarian may add notes to it such as the number of copies of the title, the cost of the title, the date of purchase and where reviews were found. The shelf list card also shows where cards for the title have been filed in the card catalog through the tracings appearing at the bottom of the card. By having the price of the material available the library will know what to charge for a replacement copy.

CROSS REFERENCES

A cross reference is a reference made from one heading to another. The two basic types of cross references used are "see" and "see also" references. "See" and "see also" references are typed on catalog cards and placed in the appropriate section and slot of the card catalog. "See" references direct the user from a word or term in a heading not used to a word or term in a heading that is used. An example of a "see" reference is:

American Indians

see

Indians of North America

This tells the user that they won't find what they want under "American Indians" but if they look under "Indians of North

America" they will find information there. A "see also" reference refers the user from a word or term used to a related word or term An example of a "see also" reference is:

Siouan Indians

see also

Oglala Indians

The "see also" reference tells the user that they may find information in another, related heading, in this case "Oglala Indians." Cross reference cards should only be used when the library has information under the heading the reader is being referred to. The user does not want to be referred to a heading that has no information in it.

PREPARATION FOR USE

Besides preparing complete catalog sets for library materials, there are certain steps which must be taken to ready them to be placed on the shelf for use. These include:

1. Attaching a book pocket, date due slip and circulation card. These are usually prepared at the same time as the catalog card. The book pocket and the circulation card should have the call number, author (last name first), title, and copy number, if there is one, on them. Book pockets, date due slips and circulation cards can be ordered from library suppliers and are also provided by jobbers if books are ordered pre-processed.

2. Stamping for ownership. A rubber stamp with the library's name is used for this purpose.

3. Identifying the material with a call number. The items call number should be marked, in the case of a book, on the spine (about 2 1/2 inches from the bottom) so it may be easily shelved and easily located on the shelf by the user. The call number can be placed on the spine by a variety of methods including labels, transfer paper, electric stylus and markers all of which can be obtained through a library supplier. This too will be done by the jobber if items are ordered preprocessed.

4. Attaching a protective cover. This step is optional as it is an extra cost and is not needed by all libraries. Protective book covers are most often used on valuable and popular materials. Protective covers are available through library suppliers and can also be provided by jobbers..

FILING RULES

Library materials may have catalog cards by author, title

and subject and these cards must be filed in order in the card catalog so the public can locate materials. There are several methods of organizing the card catalog including:

1. Dictionary type card catalog where the author, title, and subject cards are all filed together.
2. A section divided catalog where the author and title cards are filed in one section of the card catalog and the subject cards are filed separately in another section.
3. A three section divided catalog where the author, title and subject cards are filed individually in their own section.

Choose the method which best meets needs.

Catalog cards are filed in the card catalog on a word-by-word basis rather than a letter-by-letter basis. The difference between the two methods is the word-by-word method treats each word in the author, title or subject as separate units while the letter-by-letter methods treats them as if all words were one. An example of the difference is:

Word-by-Word	Letter-by-Letter
Salish	Salish
Salishan	Salishan
San Felipe	Sandia
San Ildefonso	San Felipe
Sandia	San Ildefonso
Santee	Santee

Detailed filing rules are given in ALA Filing Rules (Chicago, American Library Association, 1980). However, the application of the most frequently applied rules presented below should allow you to proceed with the filing of your catalog cards.

1. File by the "Word-by-Word" method.
2. File by the first line on the catalog card.
3. When filing by a person's name for author or subject cards, file by the person's last name first. Example: Means, Russell.
4. Several books by the same author are first filed by the author's last name then alphabetically by title.
5. Books written by an author come before works written about an author.
6. Abbreviations are treated as if they were spelled out. Example: "Mr." is filed as "Mister."
7. Titles are filed under the first word of the title unless they begin with "a, an or the." If the title begins with "a, an or the" file it by the next word in the title.
8. Numbers are filed as if they are spelled out except where numerical/chronological order is necessary.
9. Initials and acronyms are arranged at the beginning of a letter and before any words beginning with that letter. Example: BASIC is filed before Bahr, Donald.
10. Names beginning with "M', Mc, and Mac" are all filed as if

spelled "Mac."
11. Hyphenated words are arranged as separate words.
12. All punctuation marks are disregarded.

SUMMARY

The card catalog is the key to finding materials in the library. Maintaining author, title and subject divisions within the card catalog is recommended so that the user may have a variety of access points to the information contained in the library's collections.

Original cataloging, that is preparing the information contained on a catalog card, can be a difficult, time consuming and expensive process and if not done correctly make it difficult and/or confusing for the library user to locate information in the library collection. For most purposes it is recommended that the staff of the library purchase catalog cards either through a regional or local library system, directly from a catalog card vendor, or through a jobber at the same time as an order for materials is being placed.

Most small public libraries in the United States use the Dewey Decimal System as their classification system and Sears List of Subject Headings as their subject heading index. However, those tribes either possessing or planning to possess large amounts of materials by, for and about Native Americans may find Library of Congress classification and subject headings more suitable to their needs. Be sure to evaluate which classification system and which subject heading list best meets the need of your community.

Library materials must be processed before they can be placed on the shelf.

CHAPTER 6
PUBLIC SERVICES

A public library exists to serve all the residents of a community. The value of the public library depends upon its ability to provide services which meet the community's needs. This chapter discusses several of the basic services offered by most public libraries.

CIRCULATION

Circulation is the process which facilitates the loaning of library materials. Steps in the circulation process are:

1) Establishing a borrower registration procedure.
2) Establishing a circulation system (check-out and check-in library materials).
3) Establishing a system to return "overdue" library materials to the library.

Registration Procedure

Some form of a registration system is required to establish a borrower registration procedure. Figure 6 shows an example of a registration card which is filed alphabetically by the users' last name and kept in the library for record purposes. A borrower's card such as that shown in Figure 7 is then issued to the patron. Information on the borrower's identification card usually includes dates of issuance or expiration in addition to borrower's name and address. Library rules and regulations are given to the borrower along with the card.

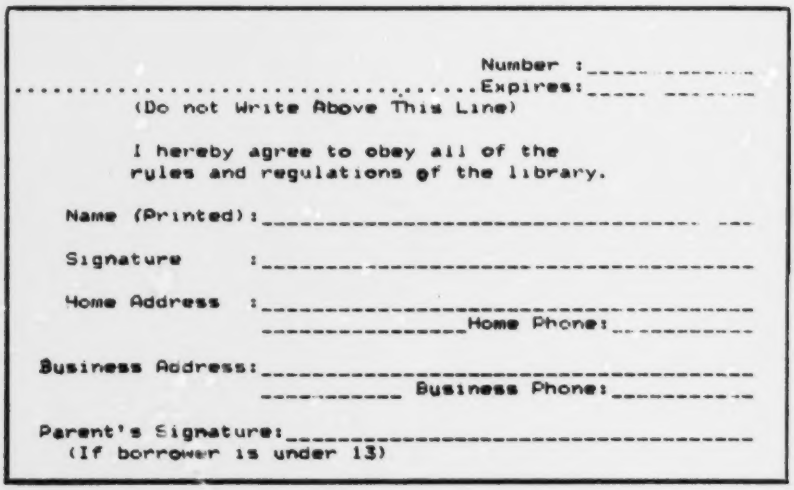


Figure 6. Registration Card.

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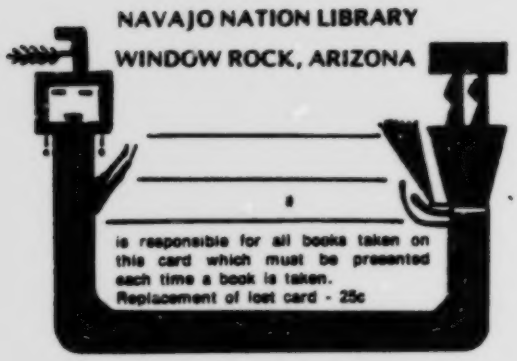
NAVAJO NATION LIBRARY
WINDOW ROCK, ARIZONA
is responsible for all books taken on this card which must be presented each time a book is taken.
Replacement of lost card - 25c

Figure 7. Borrower's Identification Card.

Circulation Procedure

The purpose of the library's circulation (check-out) system is to allow the borrower to use library materials outside of the library while at the same time giving the library staff a record of materials on loan, the names of the borrowers and a date the materials are due. Steps for a simplified check-out procedure are:

1) When the borrower brings material(s) to be checked out to the counter, verify that the borrower does have a valid library card and that the materials may be used outside of the library. (For security and convenience it is often best to have the circulation desk near or at the point of exit.)

2. Remove the book card from the book pocket and have the borrower sign it using his/her signature, or borrower's card number, or both.

3. Stamp the date due on the book card attached to the circulating material. Use an adjustable date stamp and ink for stamping the due date on the material.

4. File the book card by the due date in a date due file. This file should have dividers for each month of the year as well as for numbers up to 31 for each possible day of the month and one divider for overdue materials. The files and stamps can be ordered from a library supplier such as those given in Appendix D.

To check materials in, follow these steps:

1. Check the due date of the materials being returned.

2. Collect overdue fines if the material is overdue and fines are charged.

3. Locate the book card in the appropriate divider and place it back in the book pocket of the returned item.

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4. Reshelve the materials.

Overdues

There is no recommended policy for handling overdue materials. Librarians have tried everything from charging no fines to charging heavy fines. No one system resolves the problem. Use a policy that best suits your library. Some suggested procedures include:

1. Developing a standard postcard size overdue notice to be mailed to the borrower when materials are overdue. Add the due date and the name of item.

2. File the book card in the overdue section of the file either by the author's or borrower's last name and noting the date the notice was sent. Also consider dividing the overdue section into "First Notice" and "Second Notice".

3. If the overdue material is not returned send a second notice using a form letter. The letter would detail the overdue materials, their due dates and their replacement costs.

4. Re-file the book card noting the date the "Second Notice" was mailed.

5. If the overdue material is not returned, consider other courses of action including temporarily halting check-out privileges until the matter is resolved.

REFERENCE

A major function of a public library is to provide information. Public libraries generally have a separate reference section which contains materials frequently used for that purpose. The materials are not circulated outside the library and are identified with an "R" or "Ref" at the beginning of the call number.

Materials in the reference section of the library are usually of two types:

1. Those that provide the information directly such as an encyclopedia, dictionary, directory, handbook, almanac, manual, yearbook, atlas, gazetteer and biographical sources.

2. Those that guide you to a source which has the information needed such as an index, bibliography and abstract.

Reference materials should be current, accurate, easy to use and relevant to the community. All of these factors should be considered when selecting them. In addition to the selection aids given in Chapter 4, other tools useful in selecting

reference materials are:

1. Cheney, Frances Neal and Williams, Wiley J. Fundamental Reference Sources, 2nd edition. Chicago: American Library Association, 1980.

2. Lang, Jovian and Masters, Deborah, editors. Reference Sources for Small and Medium Sized Libraries, 4th edition. Chicago: American Library Association, 1984.

If material in the local library is not sufficient to answer patrons reference questions, other resources outside the library will need to be consulted. Large public and state libraries have many additional resources and skilled professionals to assist in locating information.

Librarians should keep a log or other record of the number and type of reference requests. This serves several purposes. It aids in collection development, in justifying budget requests and in planning. It is also useful to note on the record those questions which were answered at the local level.

The librarian should always be enthusiastic, knowledgeable, friendly and persistent in assisting users locate the information they need.

CHILDREN'S SERVICES

Children, as a group, present an excellent opportunity for a library to show how it can be a positive contributor in the community. Children are generally considered to be those individuals up to fourteen years of age. The actual choice of defining this service population rests with individual libraries.

Children have individual needs and interests which should be determined in order to serve them well. Further, because most children from age 6 on are attending school, it is important to offer programs and services which complement, not duplicate, those programs and services offered by the school library/media center. This is especially important to tribes where funding for libraries is limited. Tribal librarians need to work closely with the staff of the school library/media centers in their area.

If staff size will allow, and the service population is large enough, one person should be assigned to work full-time with children services. If staff size is limited volunteers who can help provide children's services might be recruited. Responsibilities for the children's librarian include:

1. Identifying the changing needs of children.

2. Selecting library materials (both print and non-print).

3. Developing and operating programs.

4. Assisting children in selecting library materials.

5. Designing, developing and instituting exhibits/displays.

6. Weeding the children's collection.

7. Instructing children on the library's services and programs and how to use them.

8. Supervising volunteers.

9. Promoting children's programs and services.

The library facility should be organized in a manner which provides the children with a comfortable, friendly environment. Use appropriate furniture (size, height, etc.); bulletin boards; hands-on displays (those that a child can touch and/or hold); plants; cultural displays; and other items that appeal to children. Water fountains and restrooms should be available. The circulation counter should be at a level which accommodates children or a step stool should be provided for their use.

Some activities commonly offered for children include:

1. Readers Guidance - Some children will want help in identifying library material of interest to them. Interviewing the child to determine exactly what he/she wants and knowing the collection well enough to suggest appropriate materials are critical to this process. It is important to determine what the child wants, not what others think he/she should be interested in.

2. Programs - Specific programs designed to encourage use of the library can vary from story telling to demonstrations. Tribal libraries might want to include elders who tell traditional stories or give demonstrations on making traditional arts and crafts. This type of programming also presents an opportunity to get parents and their children together, to participate in a library program. Summer reading programs encourage children to read as well as develop good reading habits.

3. Reference - Basically the same type of informational services discussed in the "Reference" section of this chapter.

4. Print and Non-Print Materials - The availability of appropriate printed materials, such as books and magazines, is essential to the success of the library's children's program. Equally desirable is the availability of non-print materials such as films, filmstrips, records, tapes, toys and games.

5. Outreach - Not all children will come to the library. The use of outreach programs helps bring unserved children to the

library by informing them of the library's programs and services. Outreach activities can be held in cooperation with school and other community events.

YOUNG ADULT SERVICES

Young adults are usually defined as teenagers, or individuals from 14-18 years of age. Librarians recognize that young adults have unique interests and needs. Needs that reflect the transition to adulthood that they are experiencing.

One method available for acquiring initial data on young adult needs is by observing what current fads and things interest them. Needs can also be determined by cooperating with nearby school library/media centers. Knowing what the school curriculum is and what kinds of school assignments students are working on enables the tribal librarian to assist students in selecting material to read and in locating information.

The availability of qualified, caring staff is essential to successfully serving young adults. Staff must be able to communicate easily with young people. While a full-time staff person working with young adults might be preferable, it is not always necessary (for example tribes with small populations) or practical (for example budget restrictions).

The library facility should provide an environment in which the young adult feels comfortable. Some libraries may want to provide a separate young adult collection. if this is the case, the collection should be closely identified with the adult collection, not the children's collection. If no separate collection is provided, young adult materials should be shelved with adult materials. The collection should include fiction and non-fiction materials and be in both print and non-print formats. Paperbacks have proven to be especially popular.

Young adult activities might include:

1. Readers Guidance - The library staff, after carefully determining the young adult patron's interests/needs, should be familiar enough with the library's collection to identify library materials which meets their interests/needs and should direct them to it.

2. Programs - Specific programs designed to appeal to young adults include those with Native cultural history, traditions, arts and crafts. Those held in conjunction with other agencies, such as health agencies might include topics on alcoholism and drug abuse. All programs should be evaluated to see if they are reaching the young adult.

3. Reference - Basically the same type of services discussed in the "Reference" section of this chapter. Young adults will most

often need to use reference material in conjunction with their school assignments.

4. Interlibrary Loan - Those materials of interest to young adults but not available in the local library may be obtained through interlibrary loan from another library. Contact the state library to determine what interlibrary loan services and/or systems are available.

5. Print and Non-Print Materials - The library's collection should contain print and non-print materials most popular with young adults. Non-print material most popular with young adults are video cassettes and music cassettes. Types of print most popular with this age group are magazines and paperback books.

6. Outreach - Outreach is used to bring young adults to the library. It can be used to advise/notify them of library programs and services in an effort to get these members of the community to use the resources available to them in the library. Cooperation with local schools, particularly high schools is one very efficient way to develop outreach activities.

ADULT SERVICES

Adults are generally considered to be those people over 18 years of age. There are a number of sub-groupings within the adult population including college students, senior citizens, and others. Because of the number of adult sub-groupings there is a wide variety of activities the library might offer.

As with children and young adults the needs and interests of adults must be determined in order to plan those activities which will best meet their needs. Initially, adult informational needs can be determined as part of a comprehensive needs assessment. Additionally, more current data on adult needs can be acquired through an awareness of tribal events as well as trends and events at the state and national levels.

To serve the adult population well, library staff must be people-oriented, that is, enjoy working directly with people; know the community and know how to determine individual needs; and know the library's collections and services. Some of the duties and responsibilities of staff are:

1. To identify adult library/information needs and interests.

2. To select print and non-print materials for the library's collection which meet these needs and interests.

3. To weed the library's collection of materials that are out dated, worn or no longer of any interest.

4. To design, develop and operate library programs.

5. To instruct patrons on how to use the library.

6. To promote library programs and services.

7. To assist patrons in identifying materials of interest.

The library facility should provide a pleasant environment for the adult patron. Appropriate furniture and equipment will make the library comfortable and easy to use. The facility, if at all possible, should have a meeting room available for public use. The availability of a meeting room will bring people in to the library and expose them to its programs and services.

Adult activities might include:

1. Readers Guidance - Staff will direct users to materials which meet their needs. Users will ask a wide variety of questions from "I want something to read" to "I want information on the history of the Seminole Nation." Staff should be able, by talking to the patron, to determine the exact information being requested and then direct the patron to it.

2. Programs - Programs of interest to the adult community can include those dealing with Indian history and culture; finding and obtaining a job; legal and civil rights; adult education; and services for Indian people. Program costs, in terms of both time and money can be minimized by cooperating with other agencies and individuals.

3. Reference - Basically the same type of services discussed in the "Reference" section of this chapter.

4. Interlibrary Loan - The tribal library will not have all information/material needed. However, the requested material may well be available through the use of interlibrary loan. Contact the state library to determine the systems, if any, available to the tribal library.

5. Print and Non-Print Materials - Books, magazines and newspapers selected to meet community needs will help ensure the success of the library program. A Starter List of library materials is presented in Appendix E. Non-print materials such as records, cassette tapes, video tapes, and photographs are items of high interest to adult users. Subjects of particular interest to Native Americans include Indian history and culture; repair manuals, such as those on auto repair or construction; legal and civil rights; health; consumer information; and contemporary events.

6. Outreach - Bringing new adult users into the library can be accomplished by working closely with service agencies from the Bureau of Indian Affairs, Public Health Service and other tribal departments. For instance, the library staff may work with BIA

adult education specialists at the Bureau of Indian Affairs to develop programs and services for adults. The library may want to work with the tribal or Bureau records office in providing genealogical information.

ARCHIVAL SERVICES

Incorporating archival services with the library is becoming very popular with Indian tribes. Reasons for setting up a tribal archives include:

1. Archival records help preserve the history and culture of the tribe.

2. Archives collect, organize and retain valuable and irreplaceable tribal records which can be used in tribal litigation and as a reference in other legal matters.

3. Archival records provide invaluable data in planning for the future.

An excellent source of information on establishing a tribal archives program is a book by John A. Fleckner, entitled Native American Archives, An Introduction available from the Society of American Archivists (600 S. Federal, Suite 504, Chicago, Illinois, 60605), 1984. ($7.00 for non-members in 1986)

To start an archives program Fleckner recommends the following steps:

1. Establish the archives on a solid foundation.

2. Develop the facility and staff.

3. Build the holdings of the archives.

4. Establish control over the holdings.

5. Build community support.

6. Find outside assistance. (Fleckner, p.41)

Providing a firm foundation for an archives program is most critical to its success. An archives program should be operated with permanent, not grant, funds. An archival program, if it is to achieve its objectives, must have some assurance that it will have future funding. Other elements needed for providing a firm base from which the archives program would operate include: the legal establishment of the archives program (most appropriately by tribal resolution); authority to acquire appropriate materials or have them deposited with the archives program; and determination of who may use archival materials and how they will be preserved and protected. This is especially important as some

archival material may well be very sensitive (for example tribal religious practices) and restricted access may be necessary.

The materials stored in a tribal archive will vary with the tribe. Some archives will separate record keeping functions from the archival program, business records from tribal resolutions for example. Some tribes will combine archival and record keeping functions, especially smaller tribes with limited resources.

Archival materials are not necessarily limited to official tribal documents. Other materials which contribute to its purpose should be included in the archives collection. Other sources of material include individuals; non-tribal agencies such as the Bureau of Indian Affairs and Public Health Service; non-governmental organizations such as veterans groups, church groups or civic groups; and materials stored in other archives such as state archives, the National Archives, university archives, and local history groups.

Archival materials are not classified in the same manner as other library materials, that is by Dewey Decimal or Library of Congress classification. Archival materials are organized by group, that is by the person, agency, etc. that put the collection together. For example, the files of a tribal leader would be kept together, <u>not</u> filed individually in a general collection. Special training is necessary for the person responsible for organizing archival collections and is available from a variety of sources. Contact the state library to determine the assistance available.

SUMMARY

The purpose of the library is to serve its community by meeting its informational and recreational needs and interests. The tribal library, in most cases, will never be able to reach all members of the community, but it should strive to do so.

Tribal libraries generally operate with limited staff and funding. Ideally, the library would have enough personnel to handle individual activities such as reference, children's, young adult, and adult services but in reality small libraries have to provide these services with very limited staff, usually 1 or 2 persons. Volunteers can be used for some activities. Cooperation with personnel from other tribal programs can extend services. Other librarians, either locally and/or at the state library can be consulted for guidance and assistance.

Archival services, because of their importance to tribes both culturally and legally, will probably be of interest to the community at large and tribal government in particular. Begin to collect important tribal documents and information so the material will be preserved and available to the tribal community for present as well as future use.

CHAPTER 7
ADMINISTERING THE LIBRARY

Administering the library requires a librarian to have a great deal of professional knowledge and a wide range of skills. He/she will perform a number of different tasks ranging from the selection, ordering and processing of materials to long range planning. This chapter discusses some of the primary functions involved in administering a library.

PLANNING

One of the basic administrative functions is planning. It is essential if the library is to achieve effective levels of performance. It focuses on the future. The elements of planning include:

1. Assessing the library and informational needs of the library's community.

2. Determining library goals and objectives.

3. Developing and implementing programs and activities to accomplish the goals and objectives.

4. Evaluating the effectiveness of the programs and activities.

Data on community needs can be obtained from a current needs assessment (containing a community profile and a citizen survey).

The librarian and the library board may wish to form a planning committee to assist in setting goals and objectives and to provide direction. Composition of this committee could be made up of the following:

1. Tribal Administrator - The library is a part of tribal operations, therefore, its goals and objectives must be compatible with those of the tribes. A representative of tribal government is needed to assure that this point of view is represented.

2. Community Representative - The library serves the needs of its community. A representative or representatives of the community can bring concerns and insights to the planning process.

3. Outside Librarian - A librarian who has experience in planning can be a valuable contributor to the planning team. A librarian from the state library or a local or regional library may be willing to assist.

4. School System Representative - A representative from the

local school system can help avoid duplication of school programs and services and help design a more comprehensive library program for the community.

The planning team members must have an interest in what they are doing, be willing to do their assigned work promptly, and attend all scheduled meetings. The committee can begin their work by gathering information on which to base their planning document. This can be done by:

1. Surveying community library/information needs.

2. Gathering data on the current status of the entire library program.

3. Deciding what the primary functions of the library will be. The committee can draft a mission statement, develop goals and objectives, and specify activities for the library to implement. A draft copy of the document can be submitted to others for review and comment. It should be redrafted after consideration of the comments received. The planning document can then be submitted to the library board for formal adoption/approval.

The planning document, because it reflects an on-going process, should be evaluated and updated regularly. A source recommended for evaluation is: the new edition of Output Measures for Public Libraries to be published by the American Library Association in the spring, 1987. The availability of an up-to-date planning document makes it easier for the librarian to perform duties and responsibilities consistent with community needs.

MISSION/GOALS/OBJECTIVES

Every tribal community is unique. This is reflected in the library's mission, goals and objectives. The formulation of mission statements, and the development of goals and objectives give the library direction and allows it to realistically focus on meeting priority community needs.

Mission

The mission statement describes the library's purpose and its role in the community. It should include information on:

1. the people to be served (all of the community, adults, young adults, children, etc.)

2. the needs that will be addressed (cultural, educational, informational, recreational, etc.)

3. the resources (print, non-print, services, etc.) to be provided.

Goals

Goals are developed from the mission statement. They are broad in scope, describing where the library wants to be in the future. Goals provide long range direction for the library. Tribal librarians should consider establishing goals for 3-5 years to fit the 3-5 year long range plan required as a part of the application process for LSCA Title IV Special Project grants. An example of a goal is: "Collect all materials available about the _____Tribe."

Objectives

An objective further defines a goal. An objective concerns only one proposed accomplishment, is measurable, and states when it is supposed to be accomplished. An example of an objective (based on the example given for a goal) is:

> In Fiscal Year 1988 obtain an index of all materials in the National Archives by, for or about the _____Tribe.

Objectives can be further broken down into activities and tasks for a clearer picture of library responsibilities and actions. An example of an activity and a task (based on the example of an objective) is:

> 1. Activity - Obtain a copy of Edward E. Hill's Guide to Records in the National Archives of the United States Relating to American Indians published in 1981.
>
> 2. Task - Write to the U.S. National Archives to find out how to order a copy of Edward E. Hill's Guide to Records in the National Archives of the United States Relating to American Indians.

POLICIES

Policies are written statements which provide guidelines for implementing library actions or activities. Policies state the library's position in a given situation. Policies are useful and necessary because they:

1. Allow for consistent actions and decisions on similar situations and actions.

2. Give pre-determined answers to questions.

3. Avoid misunderstandings about routine decisions among staff and users.

Policies are based on the goals and objectives of the library and should be formally adopted by the governing body. Written policies should be considered for:

Material Selection - This policy was discussed in Chapter 3. In brief, major components of this policy should cover: the kinds of materials to be collected; who is responsible for selection activity; guidelines for selecting new library materials; the professional tools to be used in selecting material (Booklist, etc.); specific collection goals such as those for cultural materials; guidelines for accepting gifts; and the guidelines for weeding.

Circulation - Major components of this policy statement should include: who may have a card; the library card registration procedure; which materials may be taken out of the library and for how long; overdue material guideline; and interlibrary loan.

Policies might also be considered for a variety of other activities including use of the library meeting room; service hours; photocopy use; personnel regulations; and others as necessary. In developing policies, be sure that staff have input into them.

STAFF MANUAL

Consideration should be given to developing a staff manual for the tribal library. It should be developed by the librarian and library staff. Items suggested for inclusion in a staff manual are:

1. Planning Document - The document which states the library's mission, goals, objectives, activities and tasks.

2. History - A brief description of the history of the development of the tribal library.

3. Policies - Policy statements affecting the library such as selection, circulation, and personnel.

4. Procedures - Descriptions of procedures such as ordering library materials, supplies, equipment and furniture; circulating library materials; interlibrary loan; patron complaints; and those for handling emergencies.

5. Job Descriptions - Details of staff duties and responsibilities.

6. Organization Chart - Shows the placement of library personnel in the tribal structure.

An organization chart helps define the chain of command within the library and provides visual confirmation of the lines of authority given in the job description. An example of an organization chart is presented in Figure 8.

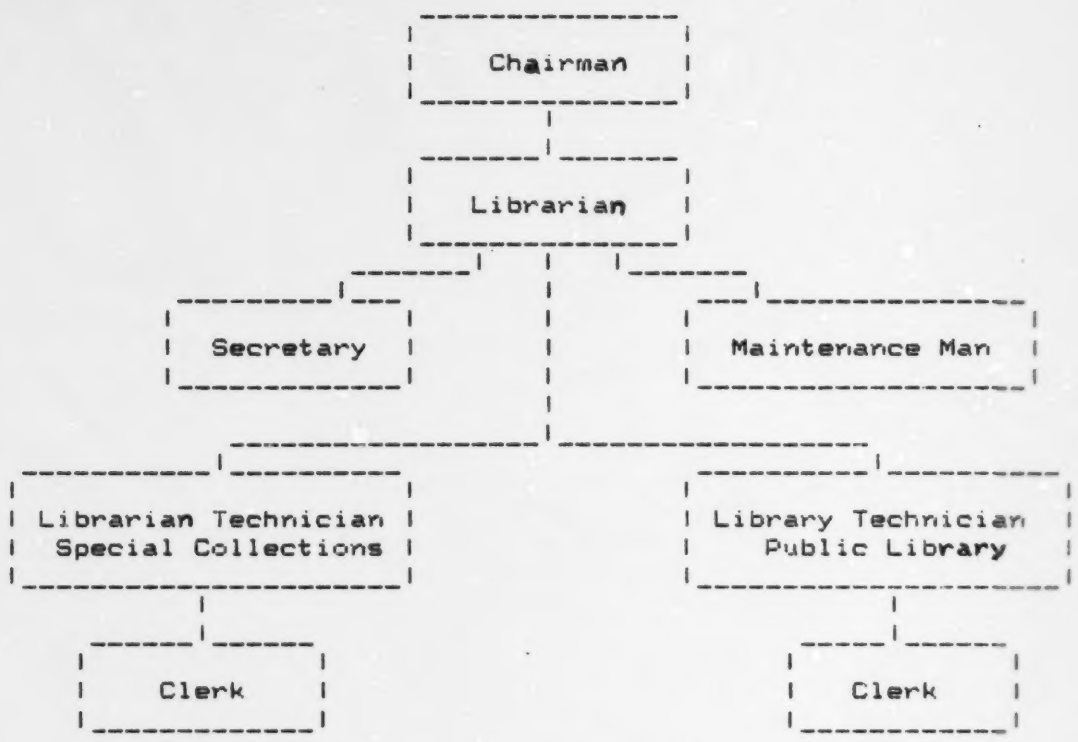

Figure 8. Organization Chart.

Job descriptions provide a written statement of the job duties and responsibilities and the qualifications necessary for the person filling it. Items included in a job description include:

1. Job Title - The exact title for the position. Examples are Librarian, Library Technician and Clerk.

2. Hours of Work - A general statement of the number of hours of work per week. As an example, 40 hours per week.

3. Salary - The salary to be paid for the position. Examples are $6.00 an hour or $960 per month.

4. Supervision - Given at 2 levels. Name the position responsible for supervising the job being described. For example: the Librarian reports and is responsible to the Tribal Chairman. Also give, if appropriate, the positions to be supervised. For example: the Librarian will supervise the Library Technician and Clerk.

5. Educational Requirements - States the educational requirements for the position. For example: The Library Technician must have a high school diploma or its equivalent.

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6. Experience and/or Abilities Requirement - States non-educational requirements for the position. An example of these requirements for a Librarian position is: 2 years experience in a library is preferred and the Librarian must know how to type and possess a valid state drivers license.

7. Specific Duties - Detail the job duties and responsibilities to be performed. An example of duties for a Librarian is: responsible for the overall management of the library and its staff; recommends for employment library staff; oversees the development and implementation of all library policies and procedures; participates in all planning for the library; manages all the library's fiscal activities; and performs a variety of other duties as assigned.

VOLUNTEERS

Volunteers in the library can assist in many library activities. They can be used in conducting special library programs, such as summer reading programs; in performing routine library duties, such as checking materials in and out, and in outreach activities such as working with senior citizens. They can be particularly valuable in public relation activities. Because volunteers will be official representatives of the library they should be carefully selected and receive the same orientation and training as regular library employees.

BUDGETING

To a large degree, the success of a library is dependent upon the money available for materials and programing. Similarly, the money available for library programs is often dependent upon the presentation of a sound justifiable budget.

Budgets are usually prepared by the librarian with input from the entire library staff. The tribal library will have to compete with other departments, agencies, etc. for a limited amount of money so it is very important that budgets be prepared in an appropriate and timely manner. The entire budgeting process is made much easier when appropriate planning has taken place because goals and objectives with time lines have already been established.

Budgeting techniques and timetables vary with the funding sources being used. For example, if the tribal library receives funding from the tribe, the county, and grants, individual budgets must be developed and submitted in accordance with appropriate time schedules and procedures. Therefore, an initial step in the budget process is to determine what budgets must be prepared, the timetable for submitting them, and the forms and formats to be used.

Once the basic information on the budget process has been obtained, the next step is to establish a reasonable timetable for preparing the budget. The timetable should include the following steps:

1. A discussion with administrators about the budget outlook so a realistic determination of a budget ceiling can be made.

2. A notice to library staff of the budget process with forms to request their input.

3. Gathering of information to be used in formulating the budget, such as the present and previous year's budget, the planning document, appropriate library statistics, and the current financial records.

4. Formulation of a draft budget by the librarian.

5. Review of the draft budget with the staff and appropriate administrators.

6. Review of the budget with the library board (if one is being used).

7. Presentation of the library budget to the appropriate administrator/administrative agency.

8. Revision of the budget if necessary.

9. Presentation of the finalized budget.

It is important that throughout the budget process all budget figures be supported with facts. Backup justification might include: A current needs assessment identifying services wanted by the community; a current planning document detailing the library's plans for meeting identified community needs; an evaluation of the library's performance to the last and current year's budget expectations; an evaluation of the library's performance to the goals and objectives given in the planning document; documentation explaining the basis for forecasting budget costs (ex: how the average price of a book was determined); letters of support from citizens, the library board, community groups, local businesses and schools, other tribal programs, and any other community sources.

The most common type of budget system in use is the line item budget. The line item budget breaks expenditures down into a series of classifications such as:

100 Personnel (Salaries and Fringe Benefits)
200 Travel (Per diem, car mileage, airline fees, etc.)
300 Supplies (See following example)
400 Utilities (Electricity, phones, gas, etc.)
500 Contracts (Professional Contracts and fees)
600 Repair Services (Equipment repair, etc.
700 Miscellaneous Expenses (Non-capital expenses not covered elsewhere)
800 Capital Outlays (Construction, equipment furniture, etc.)

These classifications can be further broken down as follows:

300 Supplies

- 301 Office Supplies
- 302 Postage
- 303 Printing
- 304 Subscriptions
- 305 Operating Supplies
- 399 Other Supplies

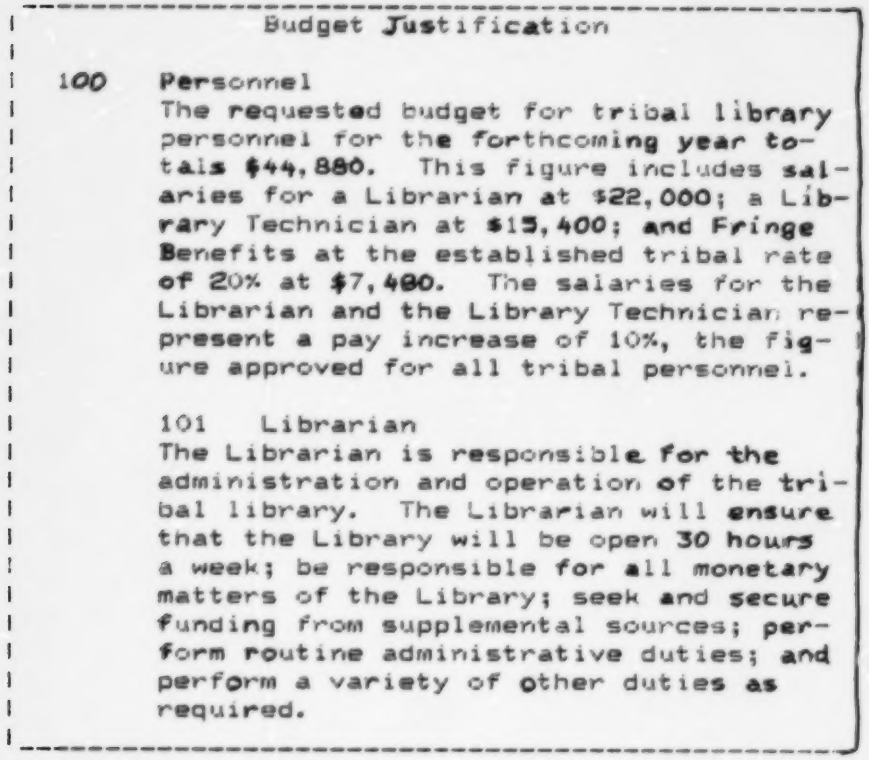
These classifications and budget requests are put into a form such as that presented in Figure 9.

Account Number	Account Name	Current Budget	Requested Budget
100	Personnel	40,800	44,880
101	Librarian	20,000	22,000
102	Library Technician	14,000	15,400
199	Fringe Benefits @20%	6,800	7,480

Figure 9. Sample Line Item Budget.

*Fringe Benefits are generally established by the governing organization and cover such expenses as insurance and retirement fees.

The budget figures will probably require justification, either presented on the same page with the budget request or on attached pages. An sample of a budget justification is given in Figure 10.



Budget Justification

100 Personnel

The requested budget for tribal library personnel for the forthcoming year totals $44,880. This figure includes salaries for a Librarian at $22,000; a Library Technician at $15,400; and Fringe Benefits at the established tribal rate of 20% at $7,480. The salaries for the Librarian and the Library Technician represent a pay increase of 10%, the figure approved for all tribal personnel.

101 Librarian

The Librarian is responsible for the administration and operation of the tribal library. The Librarian will ensure that the Library will be open 30 hours a week; be responsible for all monetary matters of the Library; seek and secure funding from supplemental sources; perform routine administrative duties; and perform a variety of other duties as required.

Figure 10. Justification of Budget Request.

Other types of budget systems being used include: Zero Based Budgeting (ZBB); Planning, Programming Budgeting Systems (PPBS); Lump Sum Budgeting; and variations.

Careful planning and development of a thoroughly justifiable budget which has strong community support will greatly aid the library's chances of receiving priority funding.

Another budget activity to be considered is transferring or reallocating approved funding. During the course of a fiscal year priorities may change or emergencies arrive which need addressing. One method of obtaining funding for such activities is to reallocate existing funding. The methods for transferring funds vary but certain steps should be followed:

1. Determine the method of transferring funds.

2. Identify the budget items to be changed. The items identified may be those where savings were realized or items for activities which have a lower priority.

3. A new budget showing which funds are being transferred and where they are being transferred to must be developed, justified and presented to the appropriate administrators for approval.

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4. Accounting records as well as the planning document will need to be adjusted to reflect the budget change.

Budgeting provides an excellent opportunity for the staff of the tribal library to plan, operate and evaluate the library's programs.

Financial Records

Once a budget has been established a system of accounting for use of funds must be developed. Tribes have different ways of accounting for their funds and the librarian should contact the tribe's business office to determine what method their tribe uses to determine the proper procedures to spend budgeted monies. (what is the process for ordering library supplies, books, etc.?). The library must operate within the policies and procedures of its governing body.

Regardless of tribal accounting procedures it is also appropriate for the librarian to keep basic financial records of his/her own because immediate, up-to-date information is needed from time to time.

Financial records will be needed for each source of funding. For example, if the library receives funding from the tribe and a grant, then separate records for each should be maintained. Usually only records for money spent (expenditure records) must be maintained, but sometimes records for money coming into the library (revenue records) must also be maintained, as is the case with fine money collected for lost or overdue materials. A basic expenditure sheet for a line item budget is shown in Figure 11.

301 - Office Supplies
FY Budget = $500

Date	Vendor/Item	Encumbered	Expended	Balance
				500.00
1/8/86	Cherokee Office Supplies		58.00	442.00
2/16/86	Cherokee Office Supplies	49.50		392.50

Figure 11. Sample Expenditure Sheet - Line Item Budget.

If the library is receiving money from payments on lost library materials or fines collected for overdue materials then a revenue sheet should also be kept. An example of a revenue sheet appears in Figure 12.

Revenue

Date	Transaction	Amount	Total
			83.00
1/5/86	Payment - Lost Book	8.95	91.95
1/5/86	Overdue Fines - Week of 1/1-5/86	.65	92.60

Figure 12. Sample Revenue Sheet.

There are various methods for handling library revenue ranging from depositing it in the tribe's general fund to being allowed to use it as a petty cash fund. A written procedure for the handling of revenues, should be adopted. Also note, that because the amount of fine money collected is usually small recording each fine is usually not necessary. Rather, fines can be recorded on a weekly or bi-weekly basis.

RECORDS/STATISTICS

All libraries should maintain certain records and statistics because they provide a record of the library's activities. They are sometimes needed to respond to tribal or federal reporting requirements. They can reveal a measure of library activity effectiveness and provide data for planning.

Keeping records and statistics can be expensive and time consuming so it is necessary to decide which records and statistics will be useful and should be kept.

Records are the "written accounts" of the library and include correspondence, memorandum, business records, reports, and other "paperwork" of the library. A system to file these records, along with a policy on how long the records should be kept, simplifies library routines. When developing a records policy ask tribal administrators if such a policy exists for the tribe. If there is such a policy then the library will observe the same practice. If no such policy exists then one can be developed.

As a general guideline, business records should be kept until an official audit of accounts has been completed. Library reports of all types as well as matters regarding policies, rules and regulations should be kept indefinitely. Matters involving formal contracts should be kept for several years. Routine correspondence should be weeded/discarded annually. Personnel records should be maintained indefinitely although the folders for those personnel no longer working for the library should be kept in a separate area from the active personnel folders. All inactive files may be placed in proper folders and properly labeled boxes and stored elsewhere to provide more room in the active file area.

The type of statistics to be maintained and reported by a library is determined by:

1. Tribal (or other governing body) requirements (monthly and quarterly reports, etc.)
2. Reporting requirements (state reports, grant reports, etc.)
3. Evaluation requirements (to measure objectives, etc.)
4. Planning requirements (demographic data, etc.)

Some statistics are easy to gather (counting the number of items loaned) while others require more time. Only those statistics which will be useful should be compiled. Typical ones include:

1. Circulation - The number of materials checked out each day; the types of materials checked out (adult, childrens, recordings, etc.) the number of materials checked out by classification (100s, 200s, 300s, etc.), and the number of interlibrary loans processed.

2. Technical Services - the number of new materials ordered, the number of new materials cataloged, and the number of materials weeded (pulled) from the collection.

3. Services - the number of programs (storytelling, films, etc.) offered, the number of people attending each program, and the number of questions asked and answered (reference).

INVENTORY

Taking inventory of library materials is usually thought of as matching the shelf list with the books on the shelves and the books checked out. It also includes accounting for other major library items such as furniture, audio-visual and other equipment.

An annual inventory of library furniture and equipment can be useful as both a planning (should furniture and/or equipment need repair or replacement) and a reporting (accounting for equipment and furniture) device. An annual accounting for library materials may or may not be necessary depending on local conditions. Because this can be a time consuming process it may be better to identify particular sections of the collection to be inventoried each year. For example inventory adult materials one year, children's materials the next, and so on.

An inventory of library materials can help determine if the library is properly organized (are books shelved where they are supposed to be), what materials are missing, and if there are shelf list and catalog cards for each item inventoried. Appropriate action can then be planned for and taken if problems are noted as a result of the inventory. For example, if a lot of library materials are found out of order on the shelves the librarian may determine that additional training on shelving is

necessary or that a policy be adopted that only library staff will shelve books and signs will be posted telling patrons to leave all materials removed from the shelf on a cart for reshelving and not reshelve the materials themselves. Another example would be that a lot of materials are found to be missing. This may mean that the library has a control problem and needs to adopt a policy of checking patron's books as they leave to make sure that they have been properly checked out. The actual process of inventorying the library collection is easy. Because the shelf list is organized in the same manner as books appear on the shelf it is very easy to compare the two. The process goes much quicker if there are two people doing the inventory, one reading the call numbers of the books from the shelf list and one checking them against the books on the shelves. If a book is not on the shelf, circulation and overdue files should be checked to see if the item has been checked out. If it has not been checked out then write "missing" and the date on the shelf list card and file the shelf list card in a "Lost" file. When you have completed checking the call numbers take the shelf list cards in the "Lost" file and pull all of its cards from the card catalog and file the card catalog cards with the shelf list card back in the "Lost" file.

LIBRARY HOURS

The library exists to serve the community. Accordingly, the library should be open during those hours most convenient to the community, not those most convenient for the library staff. The hours the library is open, along with a list of holidays when it will be closed, should be posted and be included in a written policy statement.

Identifying the hours which would make the library available to the greatest number of community residents can be accomplished during the community needs assessment process. In considering the hours of operation be sure the hours can and will be maintained.

PUBLIC RELATIONS

The importance of public relations to the overall success of the library program cannot be overemphasized. Public relations is the responsibility of every library employee and should be put into effect both inside and outside the library. Every employee who communicates and works with library patrons is involved in public relations. The appearance of the facility itself is a form of public relations. Library staff should always work with the public in a positive, friendly manner. The facility itself should be one that makes the visitor feel at ease. This in part can be accomplished through the careful organization and efficient use of displays and exhibits at the library facility itself.

Public relations also involves the promotion of library programs and services. A guide containing ideas and suggestions for promoting library services is located in Appendix F.

LIBRARY COOPERATION

The tribal library will not have all the staff, materials and services available to meet all of the requests for service they receive. To compound this problem, funds for libraries are becoming much more difficult to obtain, thus forcing library programs to look to alternate sources of support. One method for obtaining additional support is to form cooperative agreements with other libraries.

Library cooperation involves the tribal library working with one or more libraries in the region and state to better serve their communities. Cooperation may be in the form of personnel and/or material resources and may be accomplished informally or by formal agreement. Cooperation may include involvement in a consortia, system, or network. Examples of areas where library cooperation is beneficial include: interlibrary loan, cataloging, rotating book collections, continuing education activities, public relations activities and planning.

Tribal librarians should first find out what forms of cooperative services are available by talking to other librarians in the area as well as the state library. Participation in some cooperative programs involve no direct costs while participation in other does. If the tribal librarians decide to participate in a formal cooperative effort the wording of the formal agreement should be checked by appropriate tribal staff (including attorneys).

AUTOMATION

The use of automation in tribal libraries is a reality due to recent developments and growth of the microcomputer industry. Microcomputers have become very affordable, easier to use, and have a large variety of software available to aid the librarian in library related tasks. Tribal librarians who want to consider the use of microcomputers in their libraries should consult one or more public librarians in the area who are using microcomputers in their library. State library personnel can probably offer good advice regarding microcomputers and software. The uses of the microcomputer with appropriate software could include:

Administrative - The word processing software can be used to handle all correspondence, memoranda, mailing lists or anything else done on a typewriter. Software can handle all budgeting activities. The microcomputer can also handle

statistics, inventories and any number of other administrative tasks.

Technical Services - Software packages are available to handle such routines as overdue notices, production of catalog cards, circulation, and serials control.

Public Services - Libraries can provide microcomputers for public use; participation in interlibrary loan networks; development of community data bases; and other services which meet identified needs.

Communication - With appropriate equipment the microcomputer can be used to communicate with other offices, libraries, etc. or to retrieve information from online data bases such as DIALOG.

Rapid developments in the use of microcomputers in libraries are freeing librarians from some of the routine tasks and enabling them to provide better, quicker service to library users.

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APPENDIX A

NEEDS ASSESSMENT

TRIBAL INFORMATION NEEDS SURVEY

How would you rate the importance of having access to the following?:

	Primary Importance	Secondary Importance	Little or no Importance	No Opinion
A. American Indian Culture				
1. History of tribes.	1	2	3	4
2. Noted leaders of American Indians, past and present.	1	2	3	4
3. Arts and crafts of American Indian tribes.	1	2	3	4
4 Native medicine used by American Indian tribes.	1	2	3	4
5. Legends and stories of American Indian tribes.	1	2	3	4
6. Philosophies of religions among American Indian tribes.	1	2	3	4
7. American Indian music and dances.	1	2	3	4
8. Types of American Indian dress.	1	2	3	4
9. Important tribal events and customs.	1	2	3	4
10. Languages of American Indian tribes.	1	2	3	4
B. Family Life				
11. Information about family planning.	1	2	3	4
12. Information about pregnancy.	1	2	3	4
13. Information about caring for infants.	1	2	3	4

	Primary Importance	Secondary Importance	Little or no Importance	No Opinion
14. Early childhood information.	1	2	3	4
15. Information about puberty.	1	2	3	4
16. Information about child-parent relations.	1	2	3	4
17. Information about aging.	1	2	3	4
C. Service Agency Information				
18. Information about employment in urban areas.	1	2	3	4
19. Information about housing availability and conditions in urban areas.	1	2	3	4
20. Social agencies designed to assist Indian people in urban areas.	1	2	3	4
21. Locations of and services available from Indian centers and interest groups.	1	2	3	4
22. Public Health Service and their agencies that provide services to Indians.	1	2	3	4
23. Small Business Administration and its efforts to aid Indian-owned businesses.	1	2	3	4
24. Information about federal government agencies that directly affect Indian people.	1	2	3	4
25. State and local agencies that provide services to members of your village.	1	2	3	4

	Primary Importance	Secondary Importance	Little or no Importance	No Opinion
D. Legal and Civil Rights Information				
26. Information about the U.S. Constitution.	1	2	3	4
27. Information about the Alaskan Constitution.	1	2	3	4
28. Information about the Village Constitution.	1	2	3	4
29. Laws dealing with jurisdiction.	1	2	3	4
30. Treaties made by your tribe with the United States Government.	1	2	3	4
31. Information about bills passed by Congress that affect Am. Indians and Alaskan Natives.	1	2	3	4
32. Information about the Code of Federal Regulations, Title 25.	1	2	3	4
33. Information about access to legal counsel, legal proceedings.	1	2	3	4
34. Information about organization of courts and their functions.	1	2	3	4
35. The legality of land claims as they relate to your tribe.	1	2	3	4
36. Information that explains equal employment opportunities of individuals.	1	2	3	4
E. Consumer Information				
37. Information about loans; how interest rates are figured.	1	2	3	4

	Primary Importance	Secondary Importance	or no Importance	No Opinion
38. Information about kinds of insurance that can be purchased.	1	2	3	4
39. Information about credit and time payments.	1	2	3	4
40. Information about how mortgages are made and what it involved.	1	2	3	4
41. Preparing family budgets.	1	2	3	4
42. Information on different kinds of taxes.	1	2	3	4
F. Education Information Needs				
43. Information about scholarships and fellowships available.	1	2	3	4
44. Information about colleges and universities.	1	2	3	4
45. Information about adult education including Adult Basic Education Courses.	1	2	3	4
46. Information about college entrance exams.	1	2	3	4
G. Health and Safety Information				
47. Information about diet and nutrition.	1	2	3	4
48. Effects of alcohol and alcohol treatment programs.	1	2	3	4
49. Drugs and narcotics information/ treatment programs.	1	2	3	4

	Primary Importance	Secondary Importance	Little or no Importance	No Opinion
50. Information on communicable diseases, symptoms and possible effects.	1	2	3	4
51. Information on mental health.	1	2	3	4
52. First aid information.	1	2	3	4
53. Information on different agencies that are concerned with health and safety information.	1	2	3	4
54. Information on individual grooming and appearance.	1	2	3	4

H. Contemporary Events

55. Information concerning new or current government Indian policies.	1	2	3	4
56. Information about current business, market and economic news.	1	2	3	4
57. Information about government policies that directly affect you as an individual.	1	2	3	4
58. Current sports or recreational activities.	1	2	3	4
59. Information about current Indian organizations and their work.	1	2	3	4
60. Information about local-personal/social events.	1	2	3	4

Add any other information needs not listed about that are of importance to you.
Survey adapted from NIEA's "Library Information Needs Questionnaire", 1972.

PERSONAL INFORMATION

Check the appropriate boxes below that characterize you.

Sex

Male	Female

Indicate your age group.

15-20	21-30	31-40	41-60	60-Over

What is your highest grade completed in school?

1-3	4-6	7-8	9-10	11-12

What, if any, post high school education have you completed?

None	1 Year	2 Years	3 Years	Over 3 yrs.

To what extent have you completed courses in Adult Education?

None	Some	Completed GED

Do you speak your native language?

Yes	No

Do you read your native language?

Do you write your native language?

Which general employment description best fits your present work?

Self-Employed	Gov't Job	Tribal Job	Commercial/ Industrial Employee	Unemployed

Check the box that best classifies your present or most recent job.

Clerical	Domestic	Profess.	Laborer	Other

	Very Little	Little	Some	Much	Very Much
To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, the checkout procedures or no talking, prevent you from using the library?					
To what extent does the lack of native-related material discourage you from using the library?					
To what extent does the lack of other materials you have an interest in discourage you from using the library?					
To what extent do the hours that the library is open discourage you from using it?					
To what extent do transportation problems make it difficult for you to use existing library facilities?					
To what extent does distance cause you difficulty in using existing library facilities?					

	There are none	Once per No.	Twice per No.	3 Times per No.	4 Times or more
How often do you have access to bookmobile services?					

	0-1 Mile	2-3 Miles	4-5 Miles	6-10 Miles	11 or More
How far is the nearest library from your home?					

	8 a.m.- 5 p.m. Weekdays	8 a.m.- 5 p.m. Weekends	5 p.m.- 10 p.m. Weekdays	5. p.m.- 10 p.m. Weekends
What library hours would be most convenient for your use?				

APPENDIX B

SELECTION POLICY

SAMPLE SELECTION POLICY

The Such & Such Tribe
Collection Development Policy

I. THE RESERVATION

The Library has a special responsibility in serving the needs of individuals and groups on or near the reservation. A knowledge of the tribe is a vital ingredient in the responsible selection of library materials. There must be knowledge of tribal interests, needs, and problems.

II. PHILOSOPHY AND GOALS

The Library seeks to promote endeavors which will stimulate and expand the reading interests of both children and adults and to coordinate this work with that of other educational, social, and cultural groups in the tribe in cooperative effort. The Library has the responsibility then, as is appropriate, to provide:

- Expertly selected books and other materials for use in development and enrichment of the human spirit.
- Advice and guidance in the use of these materials.
- Information and research services to aid in the search for knowledge and learning.
- Cooperation with groups and agencies in the tribe in stimulating education and cultural activities.
- Sponsorship of discussion groups, institutes, and film forums to encourage continuing learning through use of books and other materials.

III. CRITERIA FOR SELECTION

Library materials are selected by the Librarian and staff, since no one person is fully qualified to determine the reading needs of all persons in all sections of the community. Suggestions from tribal members are always welcomed and given serious consideration. Competent reviewing media and basic lists of standard works are consulted as an aid in selection.

All acquisitions, whether purchased or donated, are considered in terms of the following standards. When judging the quality of materials, several standards and combinations of standards may be used.

General Criteria:

Suitability of physical form for library use
Insight into human and social conditions
Suitability of subject and style for intended audience
Present and potential relevance to tribal needs
Appropriateness and effectiveness of medium to content
Importance as a document of the times
Relation to existing collection and other materials on subject
Reputation and/or significance of author
Attention of critics, revievers, and public
Budgetary considerations
Availability of materials through inter-library loan and in special or more comprehensive library collections in the area
General commercial availability of library materials

Specific Criteria for the Evaluation of Works of Information and Opinion:

Authority
Comprehensiveness and depth of treatment
Clarity, accuracy, and logic of presentation
Statement of challenging or original point of view

Specific Criteria for the Evaluation of Works of Imagination

Representation of important movement (literary or social), genre, trend, or national culture
Vitality and originality
Artistic presentation and experimentation
Sustained interest
Effective characterization
Authenticity of historical, regional, or social setting

Materials to satisfy highly specialized interests are bought if real or potential demand exists. In certain cases, the most satisfactory service to a reader is to obtain the book on loan from a state or national library, or to refer the individual to another institution or to an expert in that field.

IV. PROBLEM AREAS

Binding, Mending, and Withdrawal

Keeping materials in good physical condition is essential. Decisions to mend, bind, or withdraw are based on the actual condition of the book, current validity of its contents, availability for reorder, cost of binding vs. replacement, and physical attractiveness of the solution.

Theft and Mutilation

Stolen or mutilated materials will be replaced when they are deemed necessary for the maintenance of a well-rounded collection. Materials of marginal importance whose use cannot be adequately controlled may, at times, not be replaced.

V. SPECIAL FORMATS

Nonbook materials (recordings, microfilm, films paintings, etc.) are an integral part of the library's holdings and will be provided as far as possible within the budget. The same philosophy and standards of selection which apply to books apply to the selection of material other than books. Need, demand, and use are factors to be considered.

VI. GIFTS

Gift additions must meet the same selection criteria as purchased materials. Materials which fail to meet established criteria will be (a) returned to the donor, or (b) disposed of at the discretion of the librarian. In some cases, titles are received or purchased which could not have been acquired from library funds because of budget limitations. The Library encourages monetary gifts not earmarked for specific items in order to permit the most flexible use of the donation for the enrichment of the collection.

VII. WEEDING

Weeding is a thorough and conscientious effort to achieve a well-balanced collection suitable to the clientele served and should be a continuous, consistent process. Factors to consider in weeding are:

- The physical condition of the book
- Slow moving material not listed in standard sources
- Books containing subject matter no longer of current interest
- Multiple copies of titles no longer in demand
- Old editions replaced by later revisions of nonfiction titles

VIII. INTELLECTUAL FREEDOM

The library collection must obtain the various positions expressed on important, complicated, or controversial questions, including unpopular or unorthodox positions. The library does not promote particular beliefs or views. It provides a resource where the individual can examine issues freely and make his own decisions.

Selection will be made on the merits of the work in relation to the building of the collections and to serving the interest of the readers.

Responsibility for the reading of minors rests with their parents and legal guardians. Selection of adult material will not be limited by the possibility that books may inadvertently come into the possession of minors.

IX. CHALLENGED MATERIAL

The complainant will be requested to file the objection in writing on the form provided by the librarian. The Director will then present the written complaint to the Library Board who will read and examine the material in question. The value and faults of the material as a whole will be weighed. The Board will then recommend retaining or withdrawing the questioned material. The complainant will be advised of the decision.

X. REVISION

This statement of policy will be revised as time and circumstances require.

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to u a library should not be denied or abridged because of origin, age, bac ound, or views.

6. Libraries which make exh t spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

Citizen's Request for Reconsideration of a Work

Author _____ HARDCOVER _____ PAPERBACK _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip Code _____

Complainant represents
_____ himself
_____ (name organization) _____
_____ (identify other group) _____

1. To what in the work do you object? Please be specific; cite pages. _____
2. What of value is there in this work? _____
3. What do you feel might be the result of reading this work? _____
4. For what age group would you recommend this work? _____
5. Did you read the entire work? _____ What pages or sections? _____
6. Are you aware of the judgment of this work by critics? _____
7. Are you aware of the teacher's purpose in using this work? _____
8. What do you believe is the theme or purpose of this work? _____
9. What would you prefer the school do about this work?
   _____ Do not assign or recommend it to my child.
   _____ Withdraw it from all students.
   _____ Send it back to the English department for revaluation.
10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or a set of values? _____

_____
(Signature of Complainant)

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APPENDIX C

SELECTION AIDS

RETROSPECTIVE SELECTION AIDS--to be used when starting a library, filling gaps in the collection or evaluating library collection.

Elementary School Library Collection, Fifteenth Edition, 1986. Bro-Dart Foundation, 500 Arch Street, Williamsport, PA 17705-9977. $80.30
New editions of this selection tool are published every two years. It contains over 10,000 print, non-print and periodical items appropriate for children. It is arranged by Dewey classification number but has an index of author, title and subjects. Items included are revieved and recommended by practicing school librarians. Brief descriptions of the items are provided.

Fiction Catalog, Eleventh Edition (1985). H.W. Wilson Company, 950 University Ave., Bronx, NY 10452. Hardcover volume and four annual supplements (1986-1989) $80.
Published approximately every 5 years with annual supplement, the hardcover volume lists over 5,100 books of adult fiction recommended for use in public libraries. Supplements will list approximately 500 books each.

Public Library Catalog, Eighth Edition (1984). H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452. Hardcover volume and four annual supplements (1984-1987) $140.
Published approximately every 5 years with annual supplements, the hardcover volume lists over 8,500 nonfiction titles recommended by practicing librarians for use in public libraries. Supplements list a total of 3,200 additional titles.

Other Wilson publications: Children's Catalog, Junior High Library Catalog and Senior High Library Catalog are also good sources of recommended materials.

CURRENT SELECTION AIDS--to be used for selecting new material to add to the collection.

Booklist. American Library Association; 50 East Huron Street; Chicago, IL 60611. $47. per year.
Published twice monthly September through June and monthly in July and August it revievs several thousand items a year including reference books, non print media, government publications and materials for all levels of readers. It is recommended as the single best source of revievs of new material.

Library Journal. Bovker Company, P.O. Box 1427, Riverton, NJ 08077. $67. per year.
Issued 20 times a year, it revievs materials in broad subject areas appropriate for public libraries. It also contains brief library news items and articles about library issues.

APPENDIX D

PARTIAL LIST OF LIBRARY SUPPLIERS AND JOBBERS

COMPANIES OFFERING CATALOG CARDS AND PROCESSING KITS

Bro-Dart, 500 Arch Street, Williamsport, PA 17705
Toll-free 1-800-233-8467

Catalog Card Corporation of America, 1300 E. 115th St.,
Box 1276, Burnsville, MN 55337
Toll-free 1-800-328-2923

Marcive Inc., Box 47508, San Antonio, TX 78265
Toll-free 1-800-531-7678

LIBRARY SUPPLY COMPANIES

Bro-Dart, 1609 Memorial Ave., Williamsport, PA (or)
15255 East Don Junian Road, City of Industry, CA 91749
Toll-free 1-800-233-8467

Demco, Box 7488, Madison, WI 53707
Toll-free 1-800-356-1200

Gaylord Brothers, Inc., Box 4901, Syracuse, NY 13221 (or)
Box 60659, Los Angeles, CA 90060
Toll-free 1-800-634-6307

The Highsmith Co., One Mile East on Highway 106,
Fort Atkinson, WI 53538
Toll-free 1-800-558-3899

BOOK JOBBERS

Baker and Taylor Company, 1515 Broadway, New York, NY 10036
Toll-free 1-800-435-1845

Bound to Stay Bound Books, Inc., W. Morton Rd.,
Jacksonville, IL 62650
Toll-free 1-800-637-6586

Brodart, Inc., 500 Arch Street, Williamsport, PA 17701
Toll-free 1-800-233-8467

Follett Library Book Company, 4506 NW Highway,
Crystal Lake, IL 60014
Toll-free 1-800-435-6170

Ingram Book Company, 347 Reedwood Drive, Nashville, TN 37217
Toll-free 1-800-251-5902

Midwest Library Service, Inc., 11443 St. Charles Rock Rd.,
Bridgeton, MO 63044
Toll-free 1-800-325-8833

Perma Bound Books, E. Vandalia Rd., Jacksonville, IL 62650
Toll-free 1-800-637-6581

APPENDIX E

STARTER LIST FOR A TRIBAL LIBRARY COLLECTION

STARTER LIST

Selected by:
Dr. Lotsee Patterson
TRAILS
(Training and Assistance for Indian Library Services)
University of Oklahoma
November, 1985

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INDIAN COLLECTION

0-486-23619-8	Densmore, Frances	How Indians Use Wild Plants for Food, Medicine & Crafts	pap	3.99
0-911222-13-4		Guide to Records in the National Archives Relating to American Indians		15.00
0-208-01980-4	Haas, Marilyn L.	Indians of North America: Methods and Sources for Library Research		21.50
0-87474-188-2	Heizer, Robert F.	(Handbook of North American Indians Ser. Vol 8)		25.00
0-520-00674-7	Kroeber, Theodora	Ishi in Two Worlds. A Biography of the Last Wild Indian in North America		14.95
0-87044-151-5	National Geographic Society	The World of the American Indian		9.95
0-686-62441-6		Reference Encyclopedia of the American Indian		30.00
0-88045-050-9	Caraway, Caren	Plains Indians Designs	pap	3.50
0-88045-072-X		Southeastern Woodland Indian Designs	pap	3.50
0-295-96101-5	Carlson, Roy L.	Indian Art Traditions of the Northwest Coast	pap	14.95
0-295-95584-8	Coe, Ralph T.	Sacred Circles: Two Thousand Years of North American Art	pap	15.00
0-405-01534-8	Douglas, Frederic H. & D'Harnoncourt, Rene	Indian Art of the United States		20.00
0-8212-1091-2		Song from the Earth American Indian Painting	pap	16.95
0-486-23170-4	Naylor, Maria	Authentic Indian Designs	pap	7.95
0-8446-5228-8		Authentic Indian Designs		16.75
0-943604-09-5	Orchard, William C.	Beads & Beadwork of the American Indians		14.95

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0-8446-2936-7	Sides, Dorothy	Decorative Art of the Southwestern Indians		12.00
0-8165-0083-5	Tanner, Clara L.	Southwest Indian Craft Arts		27.50
0-379-00526-3	Dennis, Henry C.	The American Indian, 1492-1976 A Chronology and Fact Book		8.50
0-8446-0007-5	Appleton, Leroy H.	American Indian Design & Decoration		16.75
0-404-07229-1	Fletcher, Alice C.	Indian Games & Dances with Native Songs		14.50
0-8032-5814-3		Documents of the United States Indian Policy	pap	6.50
0-8032-0720-4	Tatum, Lawne	Our Red Brothers & the Peace Policy of President Ulysses S. Grant		26.50
0-527-92015-0		U.S. Bureau of Indian Affairs Digest of Decisions Relating to Indian Affairs		29.00
0-527-03229-8		U.S. National Archives List of Documents Concerning the Negotiation of Ratified Indian Treaties		31.00
0-87474-944-1	Viola, Herman J.	Diplomats in Buckskins. A History of Indian Delegations In Washington City		17.50
0-440-95768-0	Brown, Dee	Wounded Knee. An Indian History of the American West	pap	1.75
0-226-31234-8	Hagan, William T.	American Indians revised		15.00
0-8061-1674-9	Strickland, Rennard	The Indians in Oklahoma		12.95
0-912646-67-5	Boyd, Maurice	Kiowa Voices		29.95
LC 64-11829	Glubok, Shirley	Art of the North American Indian		
0-8032-9151-5	Sandoz, Mari	These Were the Sioux	pap	4.95
0-87215-413-0	Strickland, Rennard F. & Wilkinson, Charles	Felix S. Cohen's Handbook of Federal Indian Laws		80.00
0-912646-76-4	Boyd, Maurice	Kiowa Voices, Vol II. Myths Legends & Folktales		39.95

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0-404-11845-3	Deloria, Ella	Dakota Texts		34.50
0-88388-062-8	Dutton, Bertha P., Olin, Caroline	Myths & Legends of the Indian Southwest	pap	2.95
0-394-50796-7	Erodes, Richard & Ortiz, Alfonso	American Indian Myth & Legends		19.45
0-404-57952-3		South Dakota Legends of the Mighty Sioux		14.00
0-8263-0436-2	Momaday, N. Scott	The Way to Rainy Mountain	pap	7.95
0-8061-0863-0	Vogel, Virgil J.	American Indian Medicine		28.95
0-912334-34-7		The North American Indians		20.00
0-8061-1616-1	Mitchell, Emerson	Miracle Hill: The Story of a Navaho Boy	pap	7.95
0-87474-180-4		Southwest Handbook of North American Indians		25.00
0-380-01094-1	Sandoz, Mari	Cheyenne Autumn	pap	3.50
0-8032-0874-X	Standing Bear, Luther	My People the Sioux		22.95
0-313-20136-6	Washburn, Wilcomb	The American Indian and the United States		175.00
0-422-02148-8	Dockstader, Frederick J.	Great North American Indians Profiles in Life and Leadership		22.50
0-802-02286-3	Jenness, Diamond	Indians of Canada		10.51

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FICTION

0-397-31111-7	Cleaver, Vera & Bill	Where the lilies bloom		11.49
0-689-50029-7	Cooper, Susan	The grey king		10.95
0-385-02586-6	Craven, Margaret	I heard the owl call my name		9.95
0-690-70181-0	Keith, Harold	Rifles for Watie		12.95
0-02-759510-2	London, Jack	The call of the Wild		10.95
0-664-30063-4	Sandoz, Mari	The horsecatcher		6.95
0-670-59184-X	Steinbeck, John	The red pony		9.95
0-8037-7473-7	Taylor, Mildred	Roll of thunder, hear my cry		12.95
0-395-07122-4	Tolkien, J.R.R.	The hobbit; or There and back again		8.95
0-395-08254-4	" "	The fellowship of the ring		11.95
0-395-08255-2	" "	The two towers		11.95
0-395-08256-0	" "	The return of the king		11.95
0-06-011070-8	Doyle, Sir Arthur Conan	Adventures of Sherlock Holmes		13.41
0-517-54202-1	Auel, Jean M.	The clan of the cave bear		12.95
0-397-00303-X	Borland, Hal	When the legends die		9.95
0-397-00549-0	Bradford, Richard	Red sky at morning		10.95
0-03-044281-8	Brown, Dee	Creek Mary's blood		12.95
0-316-76953-3	Salinger, J.D.	The catcher in the rye		9.95
0-440-18029-5	Vonnegut, Kurt	Slaughterhouse-five	pap	2.95
0-486-20264-X	Wells, H.G.	Seven science fiction novels...		8.95
0060201444	Armstrong, William	Sounder		9.89
0060203811	Baker, Betty	Walk the world's rim		10.89
0030616611	Baum, Lyman Frank	Wizard of Oz		18.95

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0448060213	Defoe, Daniel	Life and strange surprising adventures of Robinson Crusoe	10.95
0060219440	George, Jean Craighead	Julie of the wolves	10.89
0060115467	Gipson, Fred	Old Yeller	12.89
0030562945	Grahame, Kenneth	Wind in the willows	17.95
0802765289	Gray, Patsey	Barefoot a thousand miles	11.95
0528822659	Henry, Marguerite	King of the wind	8.95
0528824430	Henry, Marguerite	San Domingo; the medicine hat stallion	8.95
0060223049	Highwater, Jamake	Legend days	10.89
0395150825	Holling, Holling Clancy	Paddle-to-the-Sea	15.95
0448600140	Kipling, Rudyard	Jungle Book	10.95
0316517321	Lawson, Robert	Ben and me; a new and astonishing life of Benjamin Franklin, as written by his good mouse Amos; lately discovered	12.45
0670586757	Lawson, Robert	Rabbit Hill	12.95
0374386137	L'Engle, Madeleine	Wrinkle in time	10.95
0316571172	Miles, Miska	Annie and the old one	11.95
0525304290	Morey, Walt	Gentle Ben	10.95
0152099875	Norton, Mary	Borrowers	9.95
0395069629	O'Dell, Scott	Island of the Blue Dolphins	9.95
0395109191	O'Dell, Scott	Sing down the moon	11.95
0385020597	Rawls, Wilson	Where the red fern grows; the story of two dogs and a boy	12.95
0671456504	Sewell, Anna	Black Beauty: the autobiography of a horse	16.79
0823402126	Sneve, Virginia Driving Hawk	High Elk's treasure	8.95

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0823402304	Sneve, Virginia Driving Hawk	When thunders spoke	4.95
0027860302	Sperry, Armstrong	Call it courage	10.95
039453820X	Spyri, Johanna	Heidi	18.95
0060263865	White, Elwyn B.	Charlotte's web	9.89
0060264314	Wilder, Laura Ingalls	Little house in the Big Woods	12.89
0399207627	Anno, Mitsumasa	Anno's journey	10.95
0060203412	Baker, Betty	Little Runner of the longhouse	8.89
0670124338	Daugherty, James	Andy and the lion	12.95
0878881212	Goble, Paul	Girl who loved wild horses	11.35
0688004288	Highwater, Jamake	Moonsong lullaby	10.80
0027448207	Hoban, Tana	Over, under & through, and other spatial concepts	10.95
0670674249	Leaf, Munro	Story of Ferdinand	10.95
0839230109	Lionni, Leo	Inch by Inch	8.95
0670175919	McCloskey, Robert	Blueberries for Sal	10.95
0060243309	Monjo, F.N.	Drinking gourd	8.89
0385292910	Oxenbury, Helen	ABC of things	13.95
0723205922	Potter, Beatrix	Tale of Peter Rabbit	3.95
0060255218	Sendak, Maurice	Where the wild things are	10.89
0394900014	Seuss, Dr.	Cat in the hat	5.99
0395148065	Ward, Lynd	Biggest bear	10.95
0531015254	Wildsmith, Brian	ABC	9.95

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REFERENCE

		World Book Encyclopedia		449.50
0-8242-0661-4	Kane, Joseph N.	Famous first facts		55.00
0-397-03372-1		The New Columbia encyclopedia		79.50
0084-4741	U.S. Bureau of the Census	The statistical abstract of the United States		13.00
	U.S. Congress	Official Congressional Directory		13.00
0-8069-8368-X	U.S. Bureau of Labor Statistics	A guide to job opportunities	pap	6.95
	Riemer, Edwin	Barron's How to prepare for civil service examinations	pap	5.95
0-690-00010-3		Roget's International Thesaurus		12.50
		Dorland's Illustrated medical dictionary		37.50
	Bartlett, John	Familiar quotations		24.95
0-674-37512-2		Harvard encyclopedia of American ethnic groups		60.00
	Menke, Frank Grant	Encyclopedia of sports		
0-87489-259-5		Physicians' desk reference to pharmaceutical specialities and biologicals		21.95
0-668-05259-7		Health secrets of medicinal herbs		9.95
0-690-57260-3	Bulfinch, Thomas	Bulfinch's mythology; the age of the fable; the age of chivalry; legends of Charlemagne		15.95
0-517-55072-5	Hughes, Langston	Pictorial history of Black-Americans		19.95
0-806-90197-7	McWhirter, Norris	Guinness Book of World Records		15.69
0-345-29176-X		World Almanac and Book of Facts		4.95
022-003-0152-1	GPO	United States Government Manual		9.00

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0-517-50766-8	Botkin, B. A.	A Treasury of American Folklore; Stories; ballads, and traditions of the people	14.95
0-877-79509-6		Webster's Ninth New Collegiate Dictionary	15.95
0-528-83125-9	Goode, John Paul	Goode's World Atlas	19.95
0-528-89300-9		Rand McNally Road Atlas	5.95

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NON-FICTION

0-87485-049-5	Ebony	Pictorial history of black America		10.95
0-87044-127-2	Natl. Geog. Soc.	Primitive worlds; people lost in time		8.30
0-671-21781-X	Bernstein, Carl	All the President's men		12.95
0-531-02864-X	Dolan, Edward F.	Child Abuse		7.90
0-465-00472-3	Asimov, Isaac	Asimov's Guide to science		18.95
0-671-25422-7	Levitt, I.M.	Star maps for beginners	pap	4.95
0-394-50269-8	Chesterman, Charles W.	The Audubon Society Field Guide to North American rocks and minerals		9.95
0-02-619550-X		Wonders of nature		29.95
LC 72-182933	Engle, Leonard	The sea		9.95
0-8117-0552-8	Angier, Bradford	Field guide to medicinal wild plants		14.95
0-87044-129-9	Allen, Thomas B.	Vanishing wildlife of North America		6.95
0-394-50824-6	Behler, John L.	The Audubon Society Field guide to north American reptiles and amphibians		11.95
	Gray, Henry	Gray's Anatomy of the human body		32.50
0-385-15281-7	Red Cross	Family health and home nursing	pap	3.95
0-88229-566-7	Ausubel, David P.	What every well-informed person should know about drug addiction		12.95
0-13-357111-4		Go ask Alice		5.95
0-385-17211-7	Red Cross	Basic first aid	pap	5.25
		Chilton's Auto repair manual		15.95
0-696-00010-5		Better Homes and Gardens New cook book (Rev. ed.)		15.95
0-910990-75-1		Popular Mechanics Home appliance repair manual		22.95
0-8135-0776-6	Ciardi, John	The little that is all		7.50
0-15-121060-8	Cummings, E.E.	Complete poems		15.95
0027377202	Goble, Paul	Buffalo woman		12.95
0878881654	Goble, Paul	Gift of the sacred dog		12.95
0027226603	Goble, Paul	Star boy, retold and illus. by Paul Goble		12.95

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0803734913	Grimm, Jacob	Hansel and Gretel; by the Brothers Grimm	9.95
0823404706	Grimm, Jacob	Little Red Riding Hood; by the Brothers Grimm	10.88
0689501315	Grimm, Jacob	Sleeping Beauty	9.95
0316354503	Grimm, Jacob	Snow White, by the Brothers Grimm	12.95
0689205112	Haley, Gail E.	Story, a story; an African tale retold and illus. by Gail E. Haley	12.95
0688027660		Hungry Woman: Myths and Legends of the Aztecs, Edited by John Bierhorst	10.50
0670133698	McDermott, Gerald	Arrow to the sun; a Pueblo Indian tale	13.95
002765270X	Perrault, Charles	Beauty and the beast; retold from Perrault by Marianna Mayer	12.95
0670305626	Rackham, Arthur	Fairy tales from many lands	6.95
051602387X	Behrens, June	Powwow; photos compiled by Terry Behrens	10.35
0671417037	Postgieter, Alice Hermina	Indian legacy; native American influences on world life and culture	10.79
0690192837	Tunis, Edwin	Indians	16.76
0689502583	Wheeler, M.J.	First came the Indians	9.95
0394861779	Yue, David	Tipi, a center of Native American life, by David and Charlotte Yue.	10.95
068831046X	Bleeker, Sonia	The Apache Indians; raiders of the South-west	10.88
0688311601	Bleeker, Sonia	The Cherokee; Indians of the mountains	10.88
0688311679	Bleeker, Sonia	The Chippewa Indians; rice gathers of of the Great Lakes	12.88
0688312306	Bleeker, Sonia	The Delaware Indians; Eastern fisherman and farmers	10.88
0806927453	Erdoes, Richard	Native Americans; the pueblos	19.99
0316085200	Bealer, Alex W.	Only the names remain; the Cherokees and the trail of tears	10.95
0690038402	Nabokov, Peter	Native American testimony; an anthology of Indian and white relations, first encounter to dispossession	10.26

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0806927208	Fronval, George	Indian signs and signals by George Fronval and Daniel Dubois	16.95
0688316107	Hofsinde, Robert	Indian picture writing written and and illus. by Robert Hofsinde	10.88
	" "	Indian sign language written and illus. by Robert Hofsinde	12.88
0027082903	Baker, Betty	At the center of the world; based on Papago and Pima myths	4.95
083953227X		Boy Scouts of America	7.25
072321980X	Brooke, L. Leslie	Ring o'roses; a nursery rhyme picture book; with numerous drawings in colour and black-and-white	8.95
0528801775		Mother Goose	8.95
0803760876	Aardema, Verna	Why mosquitoes buzz in people's ears; a West African tale	8.95
0670106437	Aesop	Aesop's fables	13.95
0027057402	Asbjornsen, P.C.	East of the sun and west of the moon, and other tales collected by P.C. Asbjornsen and J.E. Moe	5.95
0723261954	Baker, Olaf	Where the buffaloes begin	9.95
0888940254	Bemister, Margaret	Thirty Indian legends of Canada	8.95
0803725396	Bierhorst, John	Fire plume; legends of the American Indians	4.17
	Clutesi, George	Son of raven, son of deer; fables of Tse-shaht people	3.95
015242928X	Courlander, Harold	King's drum, and other African stories	3.95
	Cunningham, Maggi	Cherokee tale-teller	11.95
	Curtis, Edward G.	Girl who married a ghost and other tales from the North American Indian; collected, and with photos	10.95
0399209379	De Paola, Tomie	Legend of the bluebonnett, an old tale of Texas retold and illus. by Tomie De Paola	10.95
	Erdoes, Richard	Sound of flutes and other Indian legends, told by Lame Deer, Jenny Leading Cloud, Leonard Crow Dog, and others	6.99

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0-03-072535-6	Frost, Robert	The Poetry of Robert Frost		14.95
0-485-04252-3	Whitman, Walt	Leaves of Grass		9.95
0-06-010324-8	Bench, Johnny	Catch you later		8.95
0-8032-3301-9	Black Elk	Black Elk speaks		15.00
0-03-077620-9	Lord, Walter	Day of infamy		7.95
0-316-58695-1	Mowat, Farley	And no birds sang		10.95
0-380-00250-7	Deloria, Vine	Custer died for your sins	pap	2.25

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APPENDIX F

PUBLIC RELATIONS GUIDE

LIBRARY PROMOTION

USER GUIDE

MARIA HARPER
CINDY LESHIN
NORMAN HIGGINS

A cooperative distance learning project of

TRAILS

School of Library and Information Studies
University of Oklahoma

Department of Educational Technology
and Library Science
Arizona State University

March 1986

INTRODUCTION

The library with the services and resources it offers is an important part of any community. However, sometimes we don't do a good job at communicating effectively what the library is, what it has to offer, and how it can help the people in the community.

This program is designed to assist you in advertising your library. You will get the skills necessary to plan and implement effective ways to call people's attention to the services and resources your community library offers.

Specifically, you will be able to:

1. PLAN library promotional activities:
   a- select one or more service or resource to promote
   b- describe how you will promote the chosen services and resources
   c- define where and when the promotion will occur

2. IMPLEMENT your plan

3. EVALUATE your promotional activities

This User's Guide will provide you with useful information on library promotion and practical activities that will allow you to apply what you learn about promotion of library resources and services. Read each section carefully and then do the practice activities. TRY TO DO YOUR BEST!!

SECTION 1

LIBRARY PROMOTION --- WHAT IS IT?

Library promotion is telling people in the community what the library has to offer them. It is showing and telling about the resources and services that the library provides.

Library promotion activities can be used to accomplish many different purposes: They may:

1. simply tell people about the resources and services available in the library;

2. attract people into the library to see the resources and services;

3. teach people to use the resources and services;

4. persuade people to support the resources and services of the library.

Good library promotion requires that you ...

* REACH OUT in your community to tell people about your library;

* BRING PEOPLE into your library;

* HELP THEM use the library and

* OBTAIN THEIR SUPPORT IN RUNNING THE LIBRARY !!!

If people do not know about the library's resources and services, they will not use them. If they do not use the resources and services, they will not support them. If they do not support the resources and services, the library will wither and die. Good Promotion can mean the difference between life and death for your library.

In the following sections of this unit you will learn about four ways of promoting your library and how to coordinate several promotion activities to improve the use of your library.

SECTION 2

SOME LIBRARY PROMOTION ACTIVITIES

When you plan library promotion activities there are two things you should do:

1. Decide what library resources or services you want to promote;

2. Decide how you will promote the use of these resources and services.

This section provides several examples of what things to promote and how to promote them.

2.A What to Promote...

A good library is filled with resources that are useful to people in the community.

Most libraries are filled with books. You can promote the use of all of the books in the library -- the complete collection. Your promotion may be more effective if you promote the use of one part of the collection. For example...

... books for young readers

... reference books

... romance books

... books on special topics, such as gardening, arts and crafts or travel

... books that are award winners or best sellers.

Some libraries have other resources besides books that can be promoted. For example ...

... cassette tapes or records

... maps

... picture files

... filmstrips, motion pictures, etc.

In addition to resources, libraries have services that can be promoted. Some examples of services are ...

... circulation services -- checking out books and other resources

... reference services -- finding out answers to people's questions

... inter-library loan services -- getting materials from other libraries for people in the community.

As you can see there are many things that you can promote in the library -- you just have to decide what resources or services you want to promote.

2.B Things to Think About

If you had to promote one of the resources or services listed above which one would you choose?

List it here _____

Why did you choose that resource or service?

Explain your choice here _____

_____

Do you have resources or services in your library not listed above that you think are important to promote? _____

If you do, list them here: _____

_____

2.C How to Promote Library Resources and Services

Once you decide upon a resource or service that you want to promote you are ready to decide how to promote it. There are many ways to promote your library. Four ways to promote the library are:

* Posters and Exhibits
* News Articles and Announcements
* Brochures and Printed Materials
* Special Events and Regular Programs

Specific examples of library promotion activities are listed below.

POSTERS AND EXHIBITS

* Make a poster to announce a special library event or resource such as a book sale, a guest speaker, or an open house.

* Make a poster that lists information about the library such as its location, hours of operation, and available resources and services.

* Make a clever, attention-getting poster that uses a popular advertising slogan or theme to improve the way people think about the library. For example: "Round-Rock Library, The Choice of a New Generation."

* Make an exhibit of books recommended by people in your community such as a community leader, a homemaker, a school child, a teacher, or an artist.

* Make an exhibit of childrens' pictures that illustrate the stories in award-winning books.

* Make an exhibit of books on special topics such as books on gardening, auto repair, self-study books for placement tests or arts and crafts.

NEWS ARTICLES AND ANNOUNCEMENTS

* Make a quiz for the local newspaper that has several questions about the library such as:

"How many books are in the library?"

"How much does it cost to get a library card?"

Tell the readers that if they score low on the quiz that "their library card needs exercise."

* Make a list of reference questions that people ask the library staff and have the list published in the newspaper. The questions can be funny, strange, or serious. Tell the readers they can find the answers posted in the library.

* Ask the newspaper publisher to write an article about a special library event such as about a special library visitor, or about something funny that happened in the library.

* Ask a newspaper reporter to write a feature article about people who work in the library --- the staff and volunteers.

* Write a news release for a special library event and send it to several newspapers in your area.

BROCHURES AND PRINTED MATERIALS

* Make a brochure that lists the library resources and services and tells how and when to use them.

* Make a bibliography of books on a topic of interest to people in your community such as picture books for children, books about your state, books by Indian authors.

* Make a brochure that lists the schedule of special events and regular programs for the Summer.

SPECIAL EVENTS AND REGULAR PROGRAMS

* Arrange to have someone demonstrate a skill such as singing, cooking, sewing, weaving, or carving in the library. Show people related library resources.

* Ask a prominent person in the community, area, or state to talk about her/his favorite books, records or other library resources.

* Arrange for a weekly story-hour program for children. Get volunteers to tell stories or read books for the children.

* Arrange for once-a-month film programs in which films or video cassette tapes are shown.

WHERE AND WHEN OF LIBRARY PROMOTION...

When you are deciding how to promote a library service you will need to consider where and when the promotion activity will take place.

WHERE...

Where a promotion activity occurs is very important. Posters and exhibits can be placed in the library to inform the people who use the library about a library speaker who will explain how to prepare a family record that lists relatives and ancestors. If you want people who do not use the library to know about the speaker you should display the poster or exhibit outside the library in a place where people will see it: in a store window, in a community building or in a post office.

News articles and announcements can be published in local newspapers in church bulletins, in museums newsletters, and in school publications. You should decide where the news should be published to reach those people whom you want to use the library.

WHEN...

When the promotion activity occurs is also important. If you announce a speaker in the newspaper too far ahead of her talk, people may forget to come. If you announce the speaker too late, people may arrange other activities that conflict with the speakers talk. You may want to plan one promotion activity that announces an event or program two or three weeks before it is to occur. Other promotion activities can take place one or two days before the event to remind people to come and participate.

In summary --- good promotion involves:

* **deciding what library resource or service to promote and**

* **deciding how to promote the resource or service.**

Deciding how to promote includes deciding where and when promotion activities will take place.

2.D EXAMPLE OF HOW TO DO THE LIBRARY PROMOTION

By now you must have a good idea of the kind of resources in your library that are not being used by the people in the community or those services offered that most people are not

aware of. You also know that there are different ways in which you can carry out the promotion of those services and resources.

In the example below we show you how to plan different promotional activities for a specific service or resource.

M. Smith is a librarian in a small Indian community of about 200 people. He thinks that very few people come regularly to the library to use the resources and that most of them have no idea of the kind of services their community library offers.

First, M. Smith made a list of all those services and resources that needed to be advertised. He then decided which ones would be a priority based on benefits for the community. Among its numerous resources M. Smith decided that the children's book collection was the one that he wanted to promote first. **He has now determined WHAT TO PROMOTE.**

The next step was to decide who in the community he wanted to reach. Who he wanted to know about this special collection of books. He understandably thought "children" of course, but he also thought "What about the children's parents?" and decided that he wanted them to know about it too, so they could bring in or send the children to read the books.

Then, he had to decide **how he was going to promote the books.** This is how he did it...

A story hour was planned. Children were to come into the library twice a week in the afternoon. Parents and volunteers would be asked to assist with the program by reading books to the younger children. After each story hour the children could draw their impression of different passages from the books which they were read. This drawing would be displayed in the library lobby weekly.

TO ADVERTISE this activity posters and brochures announcing the event, the time, and the place were prepared. The posters were displayed in the library lobby; in the schools the children attend; and in places were parents shop or meet regularly. The brochures were passed out at community meetings to

parents and grandparents. M. Smith also wrote an article for the local newspaper on what story hours are and how they could benefit the children in the community.

This promotional event was a SUCCESS.....children and their parents came to the story hours and checked out books from the children's collection.

*****

2.E Things to Think About

What would you have done differently? _____

_____

_____

Can you think of other ways you might promote children's books in your library? _____

_____

_____

REMEMBER... it is important to use more than one method of promotion because you have

* **a better chance of being seen and**
* **a better chance of being remembered.**

SECTION 3

2.E PLANNING LIBRARY PROMOTION ACTIVITIES

The following questions will guide you through the process of planning the promotion of a resource or service in your library. Read the questions carefully, then write your answers in the spaces provided. If you are uncertain about what to write or about how much to write look at the examples given in Section 2.C.

1. What library resource or service do you want to promote?

_____

_____

_____

2. Who do you want to use the resource or service?

_____

_____

3. Why do you think people are not using the resource or service?

_____

_____

4. How will you plan to promote the resource or service? Briefly describe two promotion activities that you will use.

A. PROMOTION ACTIVITY: _____

_____

_____

WHERE WILL THIS ACTIVITY TAKE PLACE? _____

_____

WHEN WILL THIS ACTIVITY TAKE PLACE? _____

_____

B. PROMOTION ACTIVITY: _____

_____

_____

WHERE WILL THIS ACTIVITY TAKE PLACE? _____

_____

_____

WHEN WILL THIS ACTIVITY TAKE PLACE? _____

_____

C. PROMOTION ACTIVITY:_____

_____

WHERE WILL THIS ACTIVITY TAKE PLACE?_____

_____

_____

WHEN WILL THIS ACTIVITY TAKE PLACE?_____

_____

_____

D. PROMOTION ACTIVITY:_____

_____

WHERE WILL THIS ACTIVITY TAKE PLACE?_____

_____

_____

WHEN WILL THIS ACTIVITY TAKE PLACE?_____

_____

_____

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SECTION 4

IMPLEMENTATION AND EVALUATION

Answer the following questions regarding the promotion activities that you planned in Section 2.

1. Were you able to complete the promotion activities that you planned in Section 2? YES _____ NO _____

If your answer is No, explain why you were unable to complete the activities.

2. If you completed one or more promotion activities, were they effective? YES _____ NO _____

Explain why you think the promotion was or was not effective?

3. How would you change your promotion activities if you used them again? Explain how you would improve the effectiveness of the promotion activities you used.

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APPENDIX G

STATE LIBRARY AGENCIES

Dept of Ed, Div of St Libraries
Pouch G
Juneau, AK. 99811
907-465-2910

Alabama Public Library Service
6030 Monticello Drive
Montgomery, AL. 36130
205-277-7330

Arkansas State Library
One Capitol Mall
Little Rock, AR. 72201
501-371-1526

Dept of Lib, Arch & Pub Records
State Capitol, 1700 W Washington
Phoenix, AZ. 85007
602-255-4035

California State Library
P.O. Box 2037
Sacramento, CA. 72201
916-445-4027

Office Lib & Adult Services
CO Dept of Education
State Lib Bldg, 1326 Lincoln
Denver, CO. 80203
303-866-3694

Connecticut State Library
231 Capital Avenue
Hartford, CT. 06106
203-566-4301

Division of Libraries
P O Box 639, 33-43 S DuPont Hwy
Dover, DE. 19901
302-736-4748

State Library of Florida
R A Gray Building
Tallahassee, FL. 32301
904-487-2651

Division of Public Library Svc
156 Trinity Ave
Atlanta, GA. 30303
404-656-2461

State Library of Iova
Historical Building
Des Moines, IA. 50319
515-281-4105

Idaho State Library
325 W State Street
Boise, ID. 83702
208-334-2150

Illinois State Library
Room 275 Centennial Bldg
Springfield, IL. 62756
217-782-2994

Indiana State Library
140 North Senate Avenue
Indianapolis, IN. 46204
317-232-3692

Kansas State Library
State Capitol, Third Floor
Topeka, KS. 66612
913-296-3296

Dept for Library and Archives
300 Coffee Tree Rd Box 537
Frankfort, KY. 40602
502-875-7000

Louisiana State Library
P O Box 131
Baton Rouge, LA. 70821
504-342-4923

Board of Library Commissioners
648 Beacon Street
Boston, MA 02215
617-267-9400

MD Dept Ed, Library Dev Svc
200 W Baltimore Street
Baltimore, MD. 21201
301-659-2113

Maine State Library
State House Station #64
Augusta, ME 04333
207-289-3561

Library of Michigan
P O Box 30007
Lansing, MI. 48909
517-373-1593

Library Development & Services
440 Capital Square, 550 Cedar St
St Paul, MN. 55101
612-296-2821

Missouri State Library
P O Box 387
Jefferson City, MO. 65102
314-751-2751

Mississippi Library Commission
P O Box 10700, 1221 Ellis Ave
Jackson, MS. 39209
601-359-1036

Montana State Library
1515 E 6th Ave
Helena, MT 59620
406-444-3115

Nebraska State Library
1420 P Street
Lincoln, NB. 68508
402-471-4001

Dept of Cult Res, Div St Lib
109 E. Jones Street
Raleigh, NC. 27611
919-733-2570

North Dakota State Library
Lib. Mem Bldg, Capitol Grounds
Bismarck, ND. 58505
701-224-2492

New Hampshire State Library
20 Park Street
Concord, NH 03301
603-271-2392

NJ Dept of Ed, State Library
CN 520 185 W. State Street
Trenton, NJ. 08265
609-292-6200

New Mexico State Library
325 Don Gaspar
Santa Fe, NM. 87503
505-827-3804

Nevada State Library
Capitol Complex
Carson City, NV. 89710
702-885-5130

Asst Comm Lib, NY St Library
Cultural Ed Ctr, Empire St Plaza
Albany, NY. 12230
518-474-5930

State Library of Ohio
65 South Front Street
Columbus, OH. 43215
614-462-6843

Department of Libraries
200 North East 18th Street
Oklahoma City, OK. 73105
405-521-2502

Oregon State Library
State Library Building
Salem, OR. 97310
503-378-4367

State Library of Pennsylvania
Box 1601
Harrisburg, PA. 17105
717-787-2646

RI Dept of St Library Svcs
95 Davis Street
Providence, RI 02908
401-277-2726

South Carolina State Library
P O Box 11469
Columbia, SC. 29211
803-758-3181

South Dakota State Library
State Lib Bldg 800 N Illinois
Pierre, SD. 57501
605-773-3131

Tennessee State Library & Archives
403 Seventh Avenue, North
Nashville, TN. 37219
615-741-2451

Texas State Library
Box 12927, Capitol Station
Austin, TX. 78711
512-475-2166

Utah State Library
2150 South 300 West, Suite 16
Salt Lake City, UT. 84115
801-533-5875

Virginia State Library
12th & Capitol Streets
Richmond, VA. 23219
804-786-2332

Vermont Dept of Libraries
c/o State Office Bldg P O
Montpelier, VT. 05602
802-828-3265

Washington State Library

Olympia, WA. 98504
206-753-2915

Division Library Services
125 S Webster St Box 7841
Madizon, WI 53707
608-266-2205

West Virginia Library Commission
Science & Cultural Center
Charleston, WV. 25305
304-348-2041

Wyoming State Library
Supreme Court Building
Cheyenne, WY. 82002
307-777-7283